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ABSTRACT

The materials in these appendices are offered as a supplement to the findings and recommendation in the final report of a California task force created to promote self-esteem and personal responsibility. They include an extensive bibliography of self-esteem resource materials, a listing of self-esteem program resources, an outline of the work being done by the various county task forces in California, and copies of the legislation relevant to this task force's mission. Appendix A lists the California County Task Forces for Self-esteem and Personal and Social Responsibility. Appendix B provides a resource inventory of programs having self-esteem components. It includes programs in California listed by county and programs outside of California. Appendix C describes programs, projects, and curricula in self-esteem and personal and social responsibility. Appendix D lists relevant books, periodicals, dissertations, audiotapes, and videotapes. Self-esteem assessment instruments are described in appendix E. Appendices F, G, and H list agencies and organizations, publishers and distributors, and human resources, respectively. The final appendix includes California legislation on self-esteem and personal and social responsibility. (NB)

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Appendixes to
Toward a State of ***Esteem***

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Appendixes to
Toward a State of ***Esteem***

The Final Report of
the California Task Force
to Promote Self-esteem
and Personal and
Social Responsibility

Publishing Information

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The Final Report

Toward a State of Esteem, which is the final report of the California Task Force to Promote Self-esteem and Personal and Social Responsibily, is available in a separate volume, also for $4 each, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271. The final report was submitted to the California Legislature in January, 1990, as required by *Government Code* Section 8255. This law was enacted on September 23, 1986, when Governor George Deukmejian signed Assembly Bill 3659, which was authored by Assemblyman John Vasconcellos. The 26 members of the Task Force who developed the final report and compiled these appendixes are identified on pages xi and xii in *Toward a State of Esteem;* the group was headed by Andrew M. Mecca.

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Overview and Acknowledgments

On September 23, 1986, Governor George Deukmejian signed Assembly Bill 3659, the legislation that created our California Task Force to Promote Self-esteem and Personal and Social Responsibility. Six months later all of the appointments had been made, and we were hard at work as a Task Force pursuing our assigned tasks.

Among our tasks was the review of existing research on the relationship between self-esteem and six major social concerns in California: educational failure, crime and violence, child and spousal abuse, teenage pregnancy, alcohol and drug abuse, and chronic welfare dependency. The results of the research that was completed for our Task Force can be found in a document published by the University of California Press: *The Social Importance of Self-Esteem.*

The passage of Assembly Concurrent Resolutions 64 and 65 in 1987 further expanded the reach of our Task Force. The measures called for the establishment of county task forces similar in design to the state Task Force and the cooperation of major state agencies.

We thank the hundreds of members of county self-esteem and personal and social responsibility task forces for their efforts and energies that have resulted in numerous exciting advances in the study of self-esteem. In addition to surveying the needs and resources of their counties with regard to self-esteem and responsible citizenship, the county task forces assisted in the planning and implementation of many of our nine public hearings, conducted hearings of their own, and supplied us with information on significant numbers of programs for the listing of resources included in these appendixes.

The Task Force is especially grateful to Peggy Haigh, educational psychologist and research assistant to Task Force member Dr. Kenneth Ogden. Peggy and Ken gave countless hours in assembling and arranging the materials for appendixes C through H.

The materials in these appendixes are offered as a supplement to the findings and recommendations in the Task Force's final report: *Toward a State of Esteem.*

The California Task Force to Promote Self-esteem and Personal and Social Responsibility

Appendix A

California County Task Forces for Self-esteem and Personal and Social Responsibility

The names, addresses, and information listed below have been supplied to the California Task Force to promote Self-esteem and Personal and Social Responsibility by counties in order to facilitate the location of county task forces by interested Californians.

Alameda
Noel Folsom
Social Services Department
401 Broadway
Oakland, CA 94607
(415) 268-2100

Alpine
Kathy Hartzell
Box 4
Markleeville, CA 96120
(916) 694-2194

The task force in Alpine County is an ongoing group that combines various agencies and community members. Schools and families have been the focus, which is now expanding.

Amador
John Halverson
Amador Unified School District
217 Rex Avenue
Jackson, CA 95642
(209) 223-1750

The Amador County School Board is in the process of approaching the board of supervisors in an effort to cooperatively create a county task force.

Butte
Amber Palmer
853 Manzanita Court
Chico, CA 95926
(916) 891-1731

The group in Butte County anticipates many years of activities organized around the enhancement of children's self-esteem and community awareness and support.

Calaveras
Gary Duda
P.O. Box 1198
Arnold, CA 95223
(209) 795-1155

Work in Calaveras County centers on a project developed by a community-based organization.

Colusa
Amber Palmer
853 Manzanita Court
Chico, CA 95926
(916) 891-1731

As part of a multicounty effort, participants in Colusa County have gathered forces with two other counties.

Contra Costa
George Johnson
Human Services Advisory Commission
Inventory Work Group
2425 Bisso Lane, Suite 103
Concord, CA 94520
(415) 646-5661

The Board of Supervisors of Contra Costa County has requested an inventory of self-esteem programs in the county and will be recognizing outstanding programs.

Del Norte
Mick Miller
Department of Mental Health
Crescent City, CA 95531
(707) 464-7224

El Dorado
Al Burlingame
2831 Gardella Lane
Camino, CA 95709
(916) 644-3845

The members of the task force in El Dorado County are committed to continue their efforts through identifying exemplary programs, publicly reocognizing successful efforts and people, and expanding effective programs.

Fresno
Pat Imperatrice
1601 West Fairmont, #B
Fresno, CA 93705
(209) 226-1966

Fresno County has a commitment to develop interest in the topic, organize awareness in the community, and expand education.

Glenn
Pat Ireland
1333 W. Sycamore Street, #25
Willows, CA 95988
(916) 934-5416

Humboldt
Gladys Strope
720 Wood Street
Eureka, CA 95501
(707) 445-7234

Imperial
Letty Groom
1398 Sperber Road
El Centro, CA 92243
(619) 339-6402

Inyo
Jim Snead
P.O. Box 1046
Bishop, CA 93513
(619) 872-1104 (work)
(619) 873-4966 (home)

Kern
Gigi Sorenson
2420 Pine Street
Bakersfield, CA 93301
(805) 322-1021

Activities in Kern County include presenting workshops and speakers and recognizing self-esteem programs and literature. Plans include developing a speakers' bureau and visibility as a pro–self-esteem force in Kern County.

Kings
Nick Kenney
Government Center
1400 W. Lacey Blvd.
Hanford, CA 93230
(209) 582-3211

Lake
No contact person/group has been identified at this time.

Lassen
Jim Chapman
Courthouse
Susanville, CA 96130
(916) 257-8311

Los Angeles
Jim Newman
P.O. Box 1994
Studio City, CA 91604
(213) 877-7800

The group in Los Angeles County is developing a data base and roster of self-esteem and responsibility programs.

Madera
Audrey Pool
108 Mainberry Drive
Madera, CA 93637
(209) 674-2651

The projects in Madera County have included a public forum in June, 1989; an inventory of county "helping" agencies; celebrations for Self-esteem and Responsibility Month, February, 1990; and a centralized resource of materials (books, videos) to assist those "at risk."

Marin
Jim Shipley
P.O. Box 4925
San Rafael, CA 94913
(415) 868-2611

A report containing recommendations and an 18-month action plan, with a public awareness campaign as its centerpiece, has been submitted to the Marin County Board of Supervisors.

Mariposa
Supervisor Arthur Baggett
P.O. Box 784
Mariposa, CA 95338
(209) 966-3222

Mendocino
Tom McMillan
1900 Mosswood
Ukiah, CA 95482
(707) 468-3123
and
Doug Strong
1900 Mosswood
Ukiah, CA 95482
(707) 463-2437

Collection, collation, and publication of data on self-esteem from individuals and agencies and a workshop on self-esteem scheduled for February, 1990, are the main activities of the task force in Mendocino County.

Merced
Nancy Mengenbier
Department of Mental Health
650 West 19th
Merced, CA 95340
(209) 385-6945

Merced County's task force is organized around activities to increase public awareness regarding self-esteem and its impact on social issues and concerns.

Modoc
No contact person/group has been identified at this time.

Mono
Tom Wallace
P.O. Box 1176
Mammoth Lakes, CA 93546
(619) 934-8648

The ongoing task force in Mono County has focused its efforts on promoting social skills among high-risk youth.

Monterey
Katrina Ognyanovich
P.O. Box 7125
Carmel, CA 93921
(408) 373-1493

An extensive computerized resource listing of self-esteem programs in Monterey County has been the premier work of this group.

Napa
Suzanne Shiff
P.O. Box 10031
Napa, CA 94581
(707) 257-7835

Members of the Napa County Self-esteem Commission, an ongoing group, are working to support the human services development system through curriculum infusion in the schools.

Nevada
Charlotte Bolinger
c/o Board of Supervisors
P.O. Box 6100
Nevada City, CA 95959
(916) 265-3211 (work)
(916) 273-6442 (home)

Organization around promotion, recognition, and education about self-esteem are the central issues for the ongoing task force in Nevada County.

Orange
Sally Warrick
Department of Education
200 Kalmus Drive, Box 9050
Costa Mesa, CA 92628-9050
(714) 966-4344

Placer
Tad Kitada
Placer County Office of Education
360 Nevada Street
Auburn, CA 95603
(916) 889-8020 ext. 6726

"Blue ribboning" county activities and developing a resource directory are among the plans for this group, which will be in operation as long as it is needed.

Plumas
Bob Douglas
P.O. Box 10330
Quincy, CA 95971
(916) 283-2200

Riverside
Aletrice Martin
P.O. Box 868, 3939 Thirteenth Street
Riverside, CA 95202
(714) 788-6602

This newly formed task force has plans to promote awareness, advocacy, special events, and the resources in Riverside County. The task force intends to be around for quite a while.

Sacramento
Mary Ellen Rivera
County Self-esteem Liaison
County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 366-4370

Host to the first statewide county task force meeting, this active group has taken the lead with many projects, including countywide schools' participation in February, 1990, Self-esteem and Responsibility Month celebrations. Long-term/ongoing goals include developing a self-esteem data base and criteria for evaluating factors which affect self-esteem.

San Benito
Mike Sanchez
San Andreas School
191 Alverado
Hollister, CA 95023
(408) 637-9269

San Bernardino
Kent Paxton
Department of Public Social Services
468 W. Fifth Street, Suite 110
San Bernardino, CA 92415-0510
(714) 387-8966

Organized within the Children's Network, the group has extensive county agency representation as well as appointed laypersons from related fields. A conference titled Self-Esteem—The Missing Link, with a focus on children at risk, was hosted in September, 1989.

San Diego
Supervisor Leon Williams
1600 Pacific Highway, MS-A500
San Diego, CA 92101
(619) 531-5865

The task force in San Diego County is under the auspices of Supervisor Williams's office.

San Francisco
Tressa Chambers-Myers
436 Goldmine Drive
San Francisco, CA 94131
(415) 821-6334

The task force in San Francisco County operates under the auspices of Supervisor Wendy Neldor's office. The task force is researching the relationship between self-esteem and social issues, making program recommendations (especially education and management practices), and planning a symposium.

San Joaquin
LaDonna Johnson
County Administrator's Office
222 East Webber, Room 207
Stockton, CA 95202
(209) 944-2111

Increasing public awareness through community events has been central to the efforts in San Joaquin County. This task force has participated in the State Task Force's public hearings and meetings.

San Luis Obispo
Linda Shepard
County Office of Education
P.O. Box 8105
San Luis Obispo, CA 93403
(805) 543-7732

San Mateo
Patrick F. O'Brien
2842 Roland Avenue
San Carlos, CA 94070
(415) 442-7245

The group in San Mateo County has established a speakers' bureau and a resource inventory guide to programs that promote self-esteem. Plans for the future include "speak outs" throughout the county.

Santa Barbara
Charlene A. Chase
Department of Social Services
117 E. Carrillo
Santa Barbara, CA 93101
(805) 568-3200

Focusing on children, youth, and professionals in human services who work with young people has been the guiding thought behind the work of this task force.

Santa Clara
Cecelia Arroyo
Santa Clara County Self-Esteem
Office of County Executive
70 West Hedding, E. Wing, 10th floor
San Jose, CA 95110
(408) 299-2425

This task force in Santa Clara is organized around the following activities: carrying the message into homes through the parents by promoting parenting skills; advocating that parenting programs become an employee benefit; and hosting the second annual reception for county task forces.

Santa Cruz
Lynn C. Miller
P.O. Box 1086
Aptos, CA 95001-1086
(408) 688-8697

The goal in Santa Cruz is to develop county model programs and provide workshops and programs around the topic of self-esteem.

Shasta
Betty Doty
8193 Riata Drive
Redding, CA 96002
(916) 365-8068

The Shasta County group is newly formed and is in the process of organizing and networking ideas and resources. It has an indefinite life span.

Sierra
Donald McIntosh
P.O. Box 504
Downieville, CA 95936
(916) 289-3194

Integrity of public officials is the focus of work for the continuing committee in Sierra County.

Siskiyou
LeRoy Foster
P.O. Box 65
Mt. Shasta, CA 96067
(916) 926-5620

Traveling self-esteem workshops, production of six 30-minute television programs using local presenters, and a resource directory are all parts of the ongoing efforts in Siskiyou County.

Solano
Lee Sturn-Simmons
321 Tuolumne Street
Vallejo, CA 94590
(707) 553-5363

Sonoma
Kate Jenkins
3315 Airway Drive
Santa Rosa, CA 95403
(707) 523-1155

A combination of surveys, community forums, and public information efforts make up the general scope of the Sonoma County group's thrust and efforts.

Stanislaus
Annarae Luevano
118 North Avenue
Turlock, CA 95380
(209) 667-0885

In Stanislaus County organizing activities have taken the form of coordination of parenting skills information, acknowledgment of existing self-esteem programs, further needs assessments, and an emphasis on consistent media coverage.

Sutter
Richard Empey
1025 Teesdale Road
Yuba City, CA 95991
(916) 674-2261

This Sutter County Task Force has centered its work around dissemination of information grathered by the State Task Force.

Tehama
Steven R. Chamblin
Tehama County Department of Education
P.O. Box 689
1135 Lincoln Street
Red Bluff, CA 96080
(916) 527-5811

Prevention of alcohol and drug abuse is the activity around which the Tehama County Task Force is organized. The work will be ongoing.

Tuolumne
YES Project
P.O. Box 4255
Sonora, CA 95370
(209) 533-5778

The Y.E.S. Poject in this county is a model of many of the ultimate objectives for education recommended by the State Task Force. The committee on self-esteem has dedicated its work to celebrating self-esteem month with the countywide activities as well as seeking media coverage.

Trinity
Robert C. Kausen
State Route 2-3968
Trinity Center, CA 96091
(916) 266-3235
Activities relating to the school system (teachers and parents), educational programs, and business self-esteem programs form the core of work for the Trinity County Task Force.

Tulare
Mary Louise Vivier
Kaweah Delta District Hospital
400 W. Mineral King
Visalia, CA 93291
(209) 625-7241

Ventura
Angie Varela
Supervisor John Flynn
Ventura County Government Center
800 S. Victoria Avenue
Ventura, CA 93009
(805) 654-2706

The task force in Ventura County has initiated the awarding of commendations to citizens and citizen groups on a monthly basis by the Board of Supervisors in recognition of furthering self-esteem. A video on parenting has been produced and will be distributed to schools in Ventura County. The work is scheduled to continue indefinitely.

Yolo
Sandi Redenbach
313 Del Oro Avenue
Davis, CA 95616
(916) 666-0264 (work)
(916) 756-8678 (home)

The organization of the task force in Yolo County centers around making presentations for the public on self-esteem school-related activities and working with high-risk youth, the business community, and teen parenting groups.

Yuba
Howard Hayes
Yuba City Superintendent of Schools
938 14th Street
Marysville, CA 95901
(916) 633-2473 (work)
(916) 741-6231 (home)

Appendix B

Resource Inventory of Programs Having Self-esteem Components

One of the specific legislative mandates of the Task Force was to:

> Search out and compile a listing of model programs in California which have as their intention, and which indicate encouraging levels of success, the development of healthy self-esteem or the rehabilitation of healthy self-esteem.

The Task Force did not interpret this to mean that every such program had to be a "self-esteem program," as such, but that regardless of the specific nature of the program (drug counseling or educational enhancement, for example), it had to include a conspicuous self-esteem component. The Task Force compiled the following list from responses it received from the public and private sources that were surveyed.

In this resource inventory each program is listed by county (unless it is a curriculum-type program that is not restricted to a particular geographical setting), with notations as to the type of program. The abbreviations after program type include specific programs that address prevention and/or treatment of the particular social concern. Also included are programs serving many needs, and some that are self-esteem oriented but not specific to the topics explored by the Task Force. The key for the abbreviations used in the list follows:

ABUSE:	Child and spousal abuse
AL/DRUG:	Alcohol and drug abuse
CRIME:	Crime and violence
ED/FAIL:	Educational concerns (including success/failure)
MULTI:	Programs providing multiple services
OTHER:	Miscellaneous programs
TEEN/PREG:	Teenage pregnancy
WEL/WORK:	Welfare and work issues

The Task Force did not attempt to evaluate all of the programs and, thus, the reader should not consider a program's listing as an endorsement. However, the Task Force did develop the following 12 questions that the reader should find helpful in evaluating a program to determine whether it meets his or her particular needs in terms of self-esteem and personal and social responsibility.

Does the program:

1. Emphasize self-acceptance rather than use guilt or humiliation to motivate participants?
2. Emphasize taking responsibility for one's own life and behavior rather than blaming circumstances or other people?
3. Affirm the recognition and appropriate expression of feelings rather than promote denial or suppression?
4. Affirm the dignity of persons of all racial, cultural, social, and religious backgrounds?
5. Recognize the worth and importance of personal wholeness rather than use approaches which divide body, mind, and spirit or reject one of these aspects of being human?
6. Advocate communication, negotiation, and cooperation rather than violence as a means of dealing with conflict?
7. Set realistic expectations?
8. Encourage experimentation and risk taking as necessary for growth?
9. Support the development of responsible character, healthy and productive citizenship, and service to others?
10. Support the creation and sustaining of a considerate, caring human community?
11. Provide evidence of a formal evaluation for which records are available?
12. Have endorsements from professionals in the field as well as from clients and the community?

Programs in California with Self-esteem Components, Listed by County

Alameda County

BAY AREA AIDS COMMITTEE PROJECT

Michael McDonald, MPH
Windom Health Enterprises
2600 10th St.
Berkeley, CA 94710
(415) 848-6980

Program type: OTHER
Fee required: Yes
Public funds: Yes

FINDING ALTERNATIVE DIRECTIONS

Rev. Randy B. Rowden
474 60th St.
Oakland, CA 94609
(415) 547-5076

Program type: AL/DRUG
Fee required: No
Public funds: Yes

GAMES TO DEVELOP SELF-ESTEEM, RELAXATION AND GROUP INTERACTION

Frank W. Harris, Games Consultant
2129 Rose St.
Berkeley, CA 94709
(415) 548-8709

Program type: OTHER
Fee required: Yes
Public funds: No

HUMAN RELATIONS PROGRAM

Dorothea J. Cudaback
University of California, Cooperative Extension
300 Lakeside Dr., Kaiser Ctr., Rm. 444
Oakland, CA 94612-3560
(415) 987-0109

Program type: OTHER
Fee required: No
Public funds: Yes

LIFESKILLS SEMINARS

Dr. Louise Hart, President
P.O. Box 9276
Oakland, CA 94613
(415) 769-4060

Program type: OTHER
Fee required: Yes
Public funds: No

SENIOR TUTORS FOR YOUTH IN DETENTION

Sondra M. Napell, Director
Pauline Johns, Assistant Director
1301 Solano Ave.
Albany, CA 94706
(415) 528-8005

Program type: MULTI
Fee required: No
Public funds: No

Alpine County

ALPINE COUNTY MENTAL HEALTH

Dotti Cohen, Ph.D., Psychologist
P.O. Box 306
Markleeville, CA 96120
(916) 694-2146

Program type: AL/DRUG
Fee required: Yes
Public funds: Yes

Butte County

BUTTE COUNTY DAY TREATMENT PROGRAM

Steven P. Koch, Ph.D., Program Director
Loma Vista School
2404 Marigold Ave.
Chico, CA 95926
(916) 891-2782

Program type: OTHER
Fee required: No
Public funds: Yes

CHILDREN'S SELF-ESTEEM ENHANCEMENT

Amber Palmer, M.A., Coordinator
Family Service Association
853 Manzanita Ct.
Chico, CA 95926
(916) 891-1731

Program type: MULTI
Fee required: Yes
Public funds: No

Contra Costa County

BATTERED WOMEN'S ALTERNATIVES

Rollie Mullen, Executive Director
P.O. Box 6406
Concord, CA 94524
(415) 676-2845

Program type: ABUSE
Fee required: Yes
Public funds: Yes

CENTER FOR LIVING SKILLS

Bill Ames/Ray Greenleaf
3483 Golden Gate Way, Suite 204
Lafayette, CA 94549
(415) 284-4871

Program type: MULTI
Fee required: No
Public funds: Yes

DAINTY CENTER

Shawn Guinn, Director
1265 Dainty Ave.
Brentwood, CA 94513
(415) 634-4539

Program type: MULTI
Fee required: No
Public funds: Yes

Contra Costa County, cont.

DISABILITIES AND ART

Florence Ludins-Katz/Dr. Elias Katz
NIAD
551 23rd St.
Richmond, CA 94804
(415) 620-0290

Program type: OTHER
Fee required: No
Public funds: Yes

THE HAWKINS CENTER OF LAW AND SERVICES FOR THE DISABLED

Linda Mills-Snyder, Executive Director
2530 Bissell Ave.
Richmond, CA 94804
(415) 232-6611

Program type: OTHER
Fee required: Yes
Public funds: Yes

LA LECHE LEAGUE OF NORTHERN CALIFORNIA

Janaki Costello, ACL
710 Hancock Way
El Cerrito, CA 94530
(415) 525-1155

Program type: OTHER
Fee required: No
Public funds: Yes

OWENS TRAINING OF AMERICA, LIFE PROGRAM

Al Loveland, Executive Director
Owens Training
654 Candleberry Road
Walnut Creek, CA 94598
(415) 945-8628

Program type: MULTI
Fee required: Yes
Public funds: Yes

PERSONALITY AND HUMAN RELATIONS

Tom McMahon, Formator and Counselor
PRH
5632 Van Fleet Ave.
Richmond, CA 94804
(415) 528-4600

Program type: MULTI
Fee required: Yes
Public funds: No

PROJECT DEUCE

Mary Lou Browning, Program Administrator
Contra Costa County Office of Education
12000 Marsh Creek Road
Clayton, CA 94517
(415) 646-4669

Program type: AL/DRUG
Fee required: No
Public funds: No

TRIBES—A PROCESS FOR SOCIAL DEVELOPMENT AND COOPERATIVE LEARNING

Barbara Tonningsen, Coordinator
Center for Human Development
391 Taylor Blvd., Suite 120
Pleasant Hill, CA 94523
(415) 687-8844

Program type: MULTI
Fee required: No
Public funds: Yes

WORKPLACE PREVENTION PROGRAM

Michael Radetsky
c/o United Way of the Bay Area
1070 Concord Ave., #270
Concord, CA 94520
(415) 827-3530

Program type: AL/DRUG
Fee required: No
Public funds: No

Fresno County

"ADELANTE, MUJER HISPANA"

Carlotta Curti
The League of Mexican American Women
P.O. Box 686
Fresno, CA 93711
(209) 431-1343

Program type: OTHER
Fee required: Yes
Public funds: Yes

ADOLESCENT FAMILY LIFE NETWORK (AFLN)

Nick Hovsepian, Project Manager
Fresno County Department of Social Services
P.O. Box 1912
Fresno, CA 93750
(209) 453-6389

Program type: OTHER
Fee required: No
Public funds: Yes

AGENCY ON AGING

James E. Sibley, Deputy Director
Fresno-Madera Area Agency on Aging
2220 Tulare St., Suite 1200
Fresno, CA 93721
(209) 488-3821

Program type: OTHER
Fee required: No
Public funds: Yes

THE BACK TO BASICS PROGRAM

Philip Kader/Teri Rothschild
Fresno County Probation Department
890 South Tenth St.
Fresno, CA 93702
(209) 488-3570

Program type: CRIME
Fee required: No
Public funds: Yes

BELLA VIDA GROUP HOME

Emma Lozito/Susan Propes
3742 Kenmore Dr., North
Fresno, CA 93703
(209) 266-4455

Program type: MULTI
Fee required: Yes
Public funds: Yes

BIG BROTHERS/BIG SISTERS OF FRESNO

Michael Barr, Executive Director
P.O. Box 4409
Fresno, CA 93744-4409
(209) 268-2447

Program type: MULTI
Fee required: No
Public funds: Yes

BOYS AND GIRLS CLUBS OF FRESNO

Kenneth Quenzer, Executive Director
327 N. Van Ness
Fresno, CA 93716
(209) 266-3117

Program type: MULTI
Fee required: No
Public funds: Yes

BREAK THE BARRIERS, INC.

Deby Hergenrader, Executive Director
181 E. Sierra
Fresno, CA 92710
(209) 432-6292

Program type: OTHER
Fee required: Yes
Public funds: Yes

CHEMICAL RECOVERY PROGRAM

John Duchscher
Kingsview Kingsburg Hospital
1200 Smith
Kingsburg, CA 93631
(209) 897-5841

Program type: AL/DRUG
Fee required: No
Public funds: No

CHILD DEVELOPMENT CENTER PROGRAM

Lee Daher, Director
Fresno Unified School District
Tulare and M Streets
Fresno, CA 93721
(209) 441-3341

Program type: WEL/WORK
Fee required: No
Public funds: Yes

CHILDREN'S HOME SOCIETY OF CALIFORNIA

Patricia Johnson, Social Worker
703 N. Fulton, Suite E
Fresno, CA 93728
(209) 486-0355

Program type: MULTI
Fee required: Yes
Public funds: No

CLOVIS UNIFIED SCHOOL DISTRICT

Shirley S. LaRose, Coordinator
Health Services and Education
1450 Herndon Ave.
Clovis, CA 93612
(209) 299-3155

Program type: AL/DRUG
Fee required: No
Public funds: Yes

CLOVIS UNIFIED SCHOOL DISTRICT

Janet K. Cooper, School Psychologist
Department of Auxiliary Education
1450 Herndon Ave.
Clovis, CA 93612
(209) 297-4000, ext. 210

Program type: MULTI
Fee required: No
Public funds: Yes

Fresno County, cont.

COUNSELING ASSOCIATES

Craig Harlan
Mary Ragsdale-Lumley
3134 N. Willow, Suite 103
Clovis, CA 93612
(209) 294-7178

Program type: MULTI
Fee required: Yes
Public funds: No

CRISIS RESOLUTION CENTER

Tommy Brandeberry
420 N. Van Ness
Fresno, CA 93701
(209) 264-3864

Program type: CRIME
Fee required: No
Public funds: Yes

DIVORCE COUNSELING AND PROBLEM SOLVING

Alberta Pfaff, School Nurse
Clark Intermediate School
902 5th St.
Clovis, CA 93612
(209) 299-6858, ext. 284

Program type: OTHER
Fee required: No
Public funds: Yes

DWI SERVICE

John Blanco, Supervisor
Fresno Community Hospital
1219 E. St.
Fresno, CA 93706
(209) 442-0460

Program type: AL/DRUG
Fee required: Yes
Public funds: Yes

FAMILY COMMUNICATION CENTER

John Fisher, LCSW
Mayfair Elementary School
3305 E. Home Ave.
Fresno, CA 93703
(209) 237-8304

Program type: ED/FAIL
Fee required: Yes
Public funds: No

FOSTER GRANDPARENT PROGRAM

Esther Snider, Project Director
Older Americans Organization
1028 N. Fulton
Fresno, CA 93728
(209) 268-3584

Program type: OTHER
Fee required: No
Public funds: Yes

HERPES HELP GROUP

John Fisher, Coordinator
Family Communication Center
1039 U St.
Fresno, CA 93721
(209) 237-8304

Program type: OTHER
Fee required: No
Public funds: Yes

JUVENILE DELINQUENCY PREVENTION PROGRAM

Dr. Michael Escandon, Director
Society of St. John the Baptist
283 N. Glenn Ave.
Fresno, CA 93701
(209) 441-7772

Program type: CRIME
Fee required: Yes
Public funds: No

NEW DIRECTIONS FOR THE WIDOWED

Richard M. Kerper
12165 Gleason Dr.
Madera, CA 93638
(209) 645-0527

Program type: OTHER
Fee required: Yes
Public funds: No

OLIVE STREET BRIDGE DRUG PREVENTION

Jon Benigas
1341 N. Wishon
Fresno, CA 93728
(209) 266-6123

Program type: AL/DRUG
Fee required: No
Public funds: No

PARENT AND CHILD EDUCATION PROGRAM

Janice Klemm, Director
Fresno Unified School District
Tulare and M Streets
Fresno, CA 93721
(209) 441-3662

Program type: TEEN/PREG
Fee Required: No
Public Funds: Yes

PARENTING—DOC DOWNING ON PARENTING

Doc Downing
Family Communication Center
1039 U St.
Fresno, CA 93721
(209) 237-8304

Program type: OTHER
Fee required: Yes
Public funds: No

PROJECT OF OLDER AMERICANS

Thelma Christison, Project Director
Fresno Learning Center
1240 Broadway Plaza
Fresno, CA 93721
(209) 485-8922

Program type: OTHER
Fee required: No
Public funds: Yes

RENAISSANCE ADOLESCENT CENTER

J. Dudley Hanchey
Fresno Community Hospital
Fresno and R Streets
P.O. Box 1232
Fresno, CA 93715
(209) 442-6550

Program type: AL/DRUG
Fee required: Yes
Public funds: Yes

SELF-ESTEEM SUPPORT

Audrey Redmond, Group Leader/Teacher
P.O. Box 11545
Fresno, CA 93774
(209) 291-2055
(209) 222-8419

Program type: MULTI
Fee required: No
Public funds: Yes

SPECIAL FRIENDS PRIMARY MENTAL HEALTH PROJECT

Kathryn Phillips, LCSW
Wishon Elementary School
3857 E. Harvard Ave.
Fresno, CA 93703
(209) 222-1274

Brenda Tuttle, LCSW
Robinson Elementary School
555 E. Browning Ave.
Fresno, CA 93710
(209) 431-8612

Program type: MULTI
Fee required: No
Public funds: Yes

SUBSTANCE ABUSE UNIT

Al Grasso, LCSW/Dale Lacy, S.A.U.
744 S. Tenth St.
Fresno, CA 93702
(209) 488-3570

Program type: AL/DRUG
Fee required: Yes
Public funds: No

SUN MT. SHAMANIC MEDICINE

George Ballis, Coordinator
35751 Oak Springs Dr.
Tollhouse, CA 93667
(209) 855-3710

Program type: OTHER
Fee required: Yes
Public funds: No

TURN ON TO TEENS/T.O.T.T.

Faye Johnson, Director
Randy Paden, Assistant Director
3999 North Chestnut, Suite 272
Fresno, CA 93726
(209) 291-4842

Program type: MULTI
Fee required: No
Public funds: No

VET CENTER

Obed Fernandez, MSW
1340 Van Ness
Fresno, CA 93728
(209) 487-5660

Program type: OTHER
Fee required: No
Public funds: Yes

Fresno County, cont.

WASC-CSDE COUNSELOR

Ida T. Parrott
3802 E. Huntington
Fresno, CA 93727
(209) 875-5561
(209) 255-3582

Program type: MULTI
Fee required: Yes
Public funds: Yes

WOMEN WHO LOVE UNWISELY

M.K. Downing
Family Communication Center
1039 U St.
Fresno, CA 93721
(209) 237-8304

Program type: ABUSE
Fee required: Yes
Public funds: No

YWCA FAMILY VIOLENCE PROGRAM

Janet Phelps-Samuelian, Program Director
Ann Anderson, Shelter Manager
Center for Family Violence
1600 M St.
Fresno, CA 93721
(209) 237-4706

Program type: ABUSE
Fee required: Yes
Public funds: Yes

Glenn County

CHILDREN'S SELF-ESTEEM ENHANCEMENT

Amber Palmer, M.A., Coordinator
Family Service Association
853 Manzanita Ct.
Chico, CA 95926
(916) 891-1731

Program type: MULTI
Fee required: No
Public funds: Yes

Humboldt County

THE TOGETHER CLUB

Cheri Porter, Coordinator
Redway Elementary School
P.O. Box 369
Redway, CA 95560
(707) 923-2526

Program type: AL/DRUG
Fee required: No
Public funds: No

Kern County

"I'M THUMBODY"

Ray N. Davis, Consultant
Kern County Probation Department
2005 Ridge Road
Bakersfield, CA 93385
(805) 328-3141

Program type: ED/FAIL
Fee required: No
Public funds: Yes

STRAIGHT TALK

Justin Cunningham
Office of the Kern County Superintendent of Schools
5801 Sundale Ave.
Bakersfield, CA 93309-2924
(805) 398-3744

Program type: AL/DRUG
Fee required: No
Public funds: Yes

TEEN REACH

Ray N. Davis, Consultant
Kern County Probation Department
2005 Ridge Road
Bakersfield, CA 93385
(805) 328-3141

Program type: MULTI
Fee required: No
Public funds: Yes

WAYNE VAN HORN ELEMENTARY SCHOOL

Dolores Whitley, Principal
5501 Kleinpell Ave.
Bakersfield, CA 93309
(805) 324-6538

Program type: ED/FAIL
Fee required: No
Public funds: Yes

Kings County

OMEGA SEMINARS, INC.

Jim Fadiman
1070 Colby Ave.
Menlo Park, CA 94025
(415) 321-5590

Program type: MULTI
Fee required: Yes
Public funds: Yes

Los Angeles County

ACE PROGRAM—ACHIEVEMENT AND COMMITMENT TO EXCELLENCE

Stu Semigran, Director
2101 Wilshire Blvd.
Santa Monica, CA 90403
(800) 777-7750

Program type: OTHER
Fee required: Yes
Public funds: Yes

AEON COMMUNICATIONS, INC

Stefan Neilson, M.A., President
P.O. Box 46155
Los Angeles, CA 90046
(213) 876-1729

Program type: OTHER
Fee required: Yes
Public funds: No

ALTERNATIVES TO GANG MEMBERSHIP

Karla Taylor, Coordinator
Long Beach Unified School District
125 E. 8th St., Suite 300
Long Beach, CA 90813
(213) 432-6005

Program type: CRIME
Fee required: No
Public funds: Yes

"BANANA"

Cathy Walton, President
3624 Tilden Ave.
Los Angeles, CA 90034
(213) 837-6157

Program type: ED/FAIL
Fee required: Yes
Public funds: No

CAL POLY-POMONA

G.S. Don Morris, Ph.D.
California State Polytechnic University
Physical Education Department
Pomona, CA 91768
(714) 869-2778

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

CALIFORNIA SELF-HELP CENTER

Carol Eisman/Mark Mayeda
UCLA, 405 Hilgard Ave.
2349 Franz Hall
Los Angeles, CA 90024-1563
(213) 825-1799

Program type: MULTI
Fee required: No
Public funds: Yes

CREATIVE-MIND LIFE CONTROL TRAINING

Dr. Bam Price
Alpha-Psigenics Research Institute, Inc.
White Rock Lake Resort
10645 Soledad Canyon Road
Saugus, CA 91350
(805) 268-1716
(805) 268-0710

Program type: MULTI
Fee required: Yes
Public funds: No

ELEMENTARY SCHOOL ARTS PROGRAM

Winifred Meiser, Director
Through Children's Eyes, Inc.
7341 Wish Ave.
Van Nuys, CA 91406
(818) 342-8704

Program type: OTHER
Fee required: No
Public funds: No

FOUNDATION FOR SELF-ESTEEM

Jack Canfield, President
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Program type: MULTI
Fee required: Yes
Public funds: Yes

THE GOALS PROGRAM

Jack Canfield, President
Foundation for Self-Esteem
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Program type: WEL/WORK
Fee required: Yes
Public funds: Yes

Los Angeles County, cont.

I AM FOUNDATION

Ted Knoll
234 East Ave. 41, Studio #2
Los Angeles, CA 90031
(213) 227-8644

Program type: OTHER
Fee required: Yes
Public funds: Yes

INNER CHILD PROGRAM

Nancy Glass
Roscomare Road Elementary School
2425 Roscomare Road
Los Angeles, CA 90077
(818) 981-3238

Program type: ED/FAIL
Fee required: No
Public funds: Yes

INSIGHT SEMINARS

Leigh Fortson, Director of Communications
2101 Wilshire Blvd.
Santa Monica, CA 90403
(213) 829-9816

Program type: MULTI
Fee required: Yes
Public funds: No

THE PACE SEMINAR/PACE ORGANIZATION, PACE YOUTH CONFERENCE, RELEASING HUMAN POTENTIAL

James W. Newman
P.O. Box 1378
Studio City, CA 91604
(818) 769-5100

Program type: MULTI
Fee required: Yes
Public funds: No

PEER ASSISTANCE TRAINING PROGRAM

Karla Taylor, Coordinator
Long Beach Unified School District
125 E. 8th
Long Beach, CA 90813
(213) 432-6005

Program type: OTHER
Fee required: No
Public funds: Yes

PERSONALITY AND HUMAN RELATIONS

May Healy/Mary Connell
PRH California
P.O. Box 1575
Pacific Palisades, CA 90272
(818) 398-8944

Program type: MULTI
Fee required: Yes
Public funds: Yes

PROJECT 10/OUTREACH GAY/LESBIAN STUDENTS

Dr. Virginia Uribe
Fairfax Senior High School
7850 Melrose Ave.
Los Angeles, CA 90046
(213) 651-5200

Program type: OTHER
Fee required: No
Public funds: Yes

PROJECT TOUCH

Julie Dorr Feys, Executive Director
710 Pier Ave.
Hermosa Beach, CA 90254
(213) 379-2797

Program type: MULTI
Fee required: No
Public funds: Yes

SELF-ESTEEM SEMINARS

Jack Canfield, President
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Program type: MULTI
Fee required: Yes
Public funds: No

STUDENT SUPPORT CENTER: HEALING YOUR FEELINGS

Carolee Bogue, Dean of Students
Fairfax Senior High School
7850 Melrose Ave.
Los Angeles, CA 90046
(213) 651-5200, ext. 6

Program type: MULTI
Fee required: No
Public funds: Yes

TEEN INSIGHT SEMINARS

Stu Semigran, Director
Insight Seminars
Youth and Family Department
2101 Wilshire Blvd.
Santa Monica, CA 90403
(800) 777-7750

Program type: MULTI
Fee required: Yes
Public funds: No

TEEN ISSUES/SELF-ESTEEM PROGRAM
Dorothy Towvim
Monroe Press
16107 Gledhill St.
Sepulveda, CA 91343
(818) 891-6464

Program type: MULTI
Fee required: Yes
Public funds: No

TRANSFORMATIONAL DESIGN

Elpidio Rocha, Director
8730 E. Beverly Blvd.
Pico Rivera, CA 90660
(213) 692-8758

Program type: OTHER
Fee required: Yes
Public funds: Yes

YOUR-SELF

El Nora Willingham, Director
Self-Esteem for Teen Parents
3950 Atlantic, #50
Los Angeles, CA 90040
(213) 426-0404

Program type: TEEN/PREG
Fee required: No
Public funds: No

Marin County

CALIFORNIA HEALTH RESEARCH FOUNDATION

Dr. Andrew Mecca, Executive Director
1001 D St.
San Rafael, CA 94901
(415) 457-3663

Program type: AL/DRUG
Fee required: No
Public funds: Yes

CAMPAIGN FOR A HEALTHIER COMMUNITY

Dorothy A. Hughes, Executive Director
Mental Health Association of Marin
1000 Sir Francis Drake Blvd., #10
San Anselmo, CA 94960
(415) 456-7693

Program type: MULTI
Fee required: No
Public funds: Yes

THE ESTEEM TEAM PROGRAM

Judith Feldman, Founder/Director
P.O. Box 3120
San Rafael, CA 94912
(415) 461-3401

Program type: MULTI
Fee required: No
Public funds: Yes

HUMANIZING THE WORKPLACE
Ben Young, President
Relationship Management Development Institute
298 Belvedere Ave.
Belvedere, CA 94920
(415) 435-1418
Program type: OTHER
Fee required: No
Public funds: No

MARIN COUNTY JUVENILE HALL MODEL ORGANIC FARM

Rick Des Rosiers, Director
1450 Lucas Valley Road
San Rafael, CA 94903
(415) 499-6705

Program type: OTHER
Fee required: No
Public funds: Yes

Mendocino County

BRIGHT CENTER, NORTH COAST OPPORTUNITIES

Mary Tyler Browne, Director
413 North State St.
Ukiah, CA 95482
(707) 462-1954

Program type: WEL/WORK
Fee required: No
Public funds: Yes

Mendocino County, cont.

C.A.A.R.E. PROJECT, INC.

Barbara Carrier, Counselor
461 North Franklin St.
Fort Bragg, CA 95437
(707) 964-4055

Program type: ABUSE
Fee required: No
Public funds: Yes

COMMUNITY ALERT CITIZENS GROUP

Michael Mills, Newsletter Coordinator
P.O. Box 2
Covelo, CA 95428
(707) 983-6673

Program type: MULTI
Fee required: No
Public funds: No

FOSTER GRANDPARENT PROGRAM

Martin Bradley, Program Director
413 N. State St.
Ukiah, CA 95482
(707) 462-1954

Program type: WEL/WORK
Fee required: No
Public funds: Yes

MENDOCINO COUNTY PATIENT'S RIGHTS ADVOCATE

O. Lory Lance, Advocate
564 South Dora St.
Ukiah, CA 95482
(707) 463-4614

Program type: OTHER
Fee required: No
Public funds: Yes

NORTH COAST OPPORTUNITIES HEAD START PROGRAM

Corrine Lindgren, Director
Leslie Wayman
413-A N. State St.
Ukiah, CA 95482
(707) 462-1954

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

PLOWSHARES COMMUNITY DINING ROOM

Marta Turner, Program Assistant
Jan Richmond, Site Manager
150 Luce Ave.
P.O. Box 475
Ukiah, CA 95482
(707) 462-8582

Program type: OTHER
Fee required: No
Public funds: Yes

PROJECT SANCTUARY, INC.

Janet A. Moore, Executive Director
P.O. Box 995
Ukiah, CA 95482
(707) 462-9196

Program type: ABUSE
Fee required: No
Public funds: Yes

RAINBOW HOUSE SELF-ESTEEM PROGRAM

Samia Whitmarsh, Project Coordinator
495 Washington Ave.
Ukiah, CA 95482
(707) 463-5242

Program type: ED/FAIL
Fee required: No
Public funds: Yes

UKIAH VALLEY AFTERSCHOOL PROGRAM

Billye Skye, Director
1155 So. Dora St.
Ukiah, CA 95482
(707) 462-5437

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

UKIAH VALLEY CHILD DEVELOPMENT CENTER

Tracie Lyons, Director
6991 N. State St.
Redwood Valley, CA 95470
(707) 485-5458

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

YOUNG PARENT PROGRAM

Joann Siddens, Young Parent Teacher
Ukiah High School
1000 Low Gap Road
Ukiah, CA 95482
(707) 463-5253, ext. 279

Program type: OTHER
Fee required: No
Public funds: Yes

Merced County

CENTRAL CALIFORNIA REGIONAL SELF-HELP CENTER

Nancy Silva, Coordinator
Merced County Mental Health Department
650 W. 19th St.
Merced, CA 95340
(209) 385-6946

Program type: MULTI
Fee required: No
Public funds: Yes

CHILD ASSAULT PREVENTION PROGRAM

Jeanne Chealander, Team Leader
Merced County Human Services Agency
2115 W. Wardrobe Ave.
P.O. Box 112
Merced, CA 95341
(209) 385-3000, ext. 5817

Program type: ABUSE
Fee required: No
Public funds: Yes

DOS PALOS JOINT UNION ELEMENTARY SCHOOL DISTRICT

Elaine Gray, Director, Curriculum and Instruction
Dos Palos Joint Union Elementary School District
2041 Almond St.
Dos Palos, CA 93620
(209) 392-6101

Program type: ED/FAIL
Fee required: No
Public funds: Yes

FOSTER CARE EDUCATION

Lucille Milani, Project Director
Merced College
3600 M St.
Merced, CA 95348-2898
(209) 384-6057

Program type: OTHER
Fee required: No
Public funds: Yes

MERCED COLLEGE CAMPUS CHILD CARE

Susan Mensinger, ECE Director
Merced College
3600 M St.
Merced, CA 95348-2898
(209) 384-6245

Program type: OTHER
Fee required: Yes
Public funds: Yes

PREVENTION/INTERVENTION PROGRAM

Sue Rybka, High School Counselor
Merced High School
P.O. Box 2167
Merced, CA 95348
(209) 385-6431

Program type: ED/FAIL
Fee required: No
Public funds: Yes

ROUGH EDGES

William Paul Saupe, Counselor
Merced County Department of Mental Health
Community Outreach Services
650 West 19th St.
Merced, CA 95340
(209) 385-6921

Program type: MULTI
Fee required: No
Public funds: Yes

SCHOOL-BASED PEER COUNSELING

Teri Dupertuis, Counselor II
Merced County Alcohol and Drug Abuse Services
658 W. Main St.
Merced, CA 95340
(209) 723-3095

Program type: AL/DRUG
Fee required: No
Public funds: Yes

SELF-ESTEEM CLASS

Kathryn Van Boskirk
Merced County Department of Mental Health
Community Outreach Services
650 W. 19th St.
Merced, CA 95340
(209) 385-6938

Program type: MULTI
Fee required: No
Public funds: Yes

WISEP FOR CHILDREN PRESCHOOL–6TH

Wendy Wise, Ed.D
The Wise Self-Esteem Project
P.O. Box 2167
Merced, CA 95340
(209) 385-6466

Program type: MULTI
Fee required: Yes
Public funds: Yes

Merced County, cont.

WISEP FOR TEENS

Wendy Wise, Ed.D
The Wise Self-Esteem Project
P.O. Box 2167
Merced, CA 95340
(209) 384-3691

Program type: MULTI
Fee required: Yes
Public funds: Yes

YOUTH SUICIDE INTERVENTION PROGRAM

Kathryn A. Van Boskirk, LCSW
Department of Mental Health
650 W. 19th St.
Merced, CA 95340
(209) 385-6938

Program type: OTHER
Fee required: Yes
Public funds: Yes

Monterey County

AFFECTIVE SKILL DEVELOPMENT FOR ADOLESCENTS HERE'S LOOKING AT YOU—2000

Gwen Laster
222 Casa Verde Way
Monterey, CA 93940
(408) 373-7971

Program type: OTHER
Fee required: No
Public funds: No

AWARDS PROGRAM

Tyrus Laster, Principal
Marina Vista Elementary School
390 Carmel Ave.
Marina, CA 93933
(408) 384-4346

Program type: OTHER
Fee required: No
Public funds: Yes

BEACON HOUSE RECOVERY PROGRAM

Joan Mortensen
468 Pine
Pacific Grove, CA 93950
(408) 372-2334

Program type: AL/DRUG
Fee required: Yes
Public funds: No

COLLEGE READINESS PROGRAM

Mary Ann Hamann, Director
Monterey Peninsula College
1201 Echo St.
Seaside, CA 93955
(408) 646-4246
Program type: ED/FAIL
Fee required: No
Public funds: Yes

COMMUNITY HUMAN SERVICES PROJECT

Judy Wyckoff, Counselor
Walter Colton Middle School
P.O. Box 1031
Monterey, CA 93940
(408) 649-1951

Program type: MULTI
Fee required: No
Public funds: Yes

CRUMPTON ELEMENTARY SCHOOL

Diane Lingle, Principal
Monterey Peninsula Unified School District
460 Carmel Ave.
Monterey, CA 93940
(408) 384-5204

Program type: ED/FAIL
Fee required: No
Public funds: Yes

CYPRESS HIGH SCHOOL

Vicki Phillips, Principal
Elm at Contra Costa Streets
Seaside, CA 93955
(408) 899-7025

Program type: ED/FAIL
Fee required: No
Public funds: No

DEL REY WOODS ELEMENTARY SCHOOL

James L. Manning, Principal
1281 Plumas St.
Seaside, CA 93955
(408) 899-7010

Program type: ED/FAIL
Fee required: No
Public funds: Yes

FOOTHILL ELEMENTARY SCHOOL

Joseph Cardinale, Principal
Monterey Peninsula School District
P.O. Box 1031
Monterey, CA 93942
(408) 649-1744

Program type: ED/FAIL
Fee required: No
Public funds: Yes

GAZEBO SCHOOL FOR EARLY CHILDHOOD

Janet Lederman/Lia Thompson-Clark
Esalen Institute
Big Sur, CA 93920
(408) 667-3026

Program type: OTHER
Fee required: Yes
Public funds: No

HAYES ELEMENTARY SCHOOL

Ray Stevenson, Principal
Coe and Napier
Fort Ord, CA 93941
(408) 899-7062

Program type: ED/FAIL
Fee required: No
Public funds: Yes

HIGHLAND ELEMENTARY SCHOOL

Carol E. Starks, Principal
1650 Sonoma
Seaside, CA 93955
(408) 899-7015

Program type: ED/FAIL
Fee required: No
Public funds: Yes

LA MESA ELEMENTARY SCHOOL

Peter Krasa, Principal
Monterey Peninsula Unified School District
P.O. Box 1031
Monterey, CA 93940
(408) 649-1872

Program type: MULTI
Fee required: No
Public funds: Yes

LIFE SKILLS/PEER COUNSELING PROGRAM

Kay M. Anderson, Teacher/Counselor
Pacific Grove Middle School
835 Forest Ave.
Pacific Grove, CA 93950
(408) 646-6568

Program type: MULTI
Fee required: No
Public funds: Yes

MANZANITA ELEMENTARY SCHOOL

John Lamb, Principal
1720 Yosemite Ave.
Seaside, CA 93955
(408) 899-7019

Program type: ED/FAIL
Fee required: No
Public funds: Yes

MARSHALL ELEMENTARY SCHOOL

Iva McDuffy, Principal
Normandy and Carentan Roads
Fort Ord, CA 93941
(408) 899-7052

Program type: MULTI
Fee required: No
Public funds: Yes

MONTE VISTA ELEMENTARY SCHOOL

Gene Tolhurst
Monterey Peninsula Unified School District
P.O. Box 1031
Monterey, CA 93940
(408) 649-1287

Program type: ED/FAIL
Fee required: No
Public funds: Yes

MONTEREY COUNTY PARKS DEPARTMENT

Pete Soderberg, Parks Director
855 E. Laurel Dr.
P.O. Box 367
Salinas, CA 93902
(408) 755-4895

Program type: OTHER
Fee required: No
Public funds: Yes

MONTEREY HIGH SCHOOL

Alicia LaSalle, Counselor
Herrmann Dr.
Monterey, CA 93940
(408) 649-1004

Program type: ED/FAIL
Fee required: No
Public funds: Yes

OLSON ELEMENTARY SCHOOL

Robert Stadille, Principal
261 Beach Road
Marina, CA 93933
(408) 384-6688

Program type: ED/FAIL
Fee required: No
Public funds: Yes

ORD TERRACE ELEMENTARY SCHOOL

Rodger Smith, Principal
1755 LaSalle Ave.
Seaside, CA 93955
(408) 899-7022

Program type: ED/FAIL
Fee required: No
Public funds: Yes

Monterey County, cont.

OUR VOICES

Corey Miller/Barbara Mitchell
Interim Inc.
Box 3222
Monterey, CA 93942
(408) 649-4522
(408) 649-4376

Program type: OTHER
Fee required: No
Public funds: Yes

PACIFIC GROVE HIGH SCHOOL

Dr. Vicki Lambert, Principal
615 Sunset Drive
Pacific Grove, CA 93950
(408) 646-6590

Program type: MULTI
Fee required: No
Public funds: Yes

PATTON ELEMENTARY SCHOOL

Anne Bagby, Principal
350 Rendova Road
Fort Ord, CA 93941
(408) 384-5554

Program type: AL/DRUG
Fee required: No
Public funds: Yes

RICHARD D. COLLINS
CANCER WELLNESS CENTER

Sandra Kahn, M.F.C.C.
P.O. Box 223188
Carmel, CA 93922
(408) 624-0639

Program type: MULTI/OTHER
Fee required: Yes
Public funds: Yes

QUEST: SKILLS FOR ADOLESCENCE

Y. Caryl Suzuki, Principal
Washington Jr. High School
560 Iverson St.
Salinas, CA 93901
(408) 424-1725

Program type: MULTI
Fee required: No
Public funds: Yes

SALINAS COMMUNITY YMCA

Sue Deroy, Physical Director
117 Clay St.
Salinas, CA 93901
(408) 758-3811

Program type: MULTI
Fee required: Yes
Public funds: Yes

SELF-ESTEEM ENHANCEMENT (SEE)

Dr. Bruce Meyer, Director
P.O. Box 483
Big Sur, CA 93920
(408) 667-2323

Program type: MULTI
Fee required: Yes
Public funds: Yes

Orange County

GOAL (GUIDANCE OPPORTUNITIES
FOR AFFECTIVE LEARNING, K–6)

STAGES AND STAGES II
Christine Honeyman
Irvine Unified School District
5050 Barranca Pkwy.
P.O. Box 19535
Irvine, CA 92713
(714) 552-4482

Program type: MULTI
Fee required: Yes
Public funds: Yes

GUIDANCE OPPORTUNITIES

Deborah King
Irvine Unified School District
5050 Barranca Pkwy.
P.O. Box 19535
Irvine, CA 92713
(714) 552-4882

Program type: MULTI
Fee required: Yes
Public funds: Yes

HYPNOSIS CONCEPTS

Laurie Miller, Owner
17100 Gillette
Irvine, CA 92714
(714) 250-7355

Program type: MULTI
Fee required: Yes
Public funds: No

INVESTMENT IN EXCELLENCE PROGRAM

Mary E. Martin, President
24591 Del Prado, Suite 201
Dana Point, CA 92629
(714) 493-7798

Program type: MULTI
Fee required: Yes
Public funds: No

"LIVING AND LOVING" PROGRAM

Margo Kluth, Director/Author/Trainer
Esteem America, Inc.
2119 Via Aguila
San Clemente, CA 92672
(714) 361-4024

Program type: OTHER
Fee required: Yes
Public funds: Yes

PROMOTING LEARNING AND UNDERSTANDING OF SELF

Deborah King/Nancy Richards
Irvine Unified School District
5050 Barranca Pkwy.
P.O. Box 19535
Irvine, CA 92713
(714) 552-4882

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

SMILE, YOU'RE WORTH IT

Margo Kluth, Director
2119 Via Aguila
San Clemente, CA 92672
(714) 361-4024

Program type: MULTI
Fee required: Yes
Public funds: No

STAR

Deborah King
Irvine Unified School District
5050 Barranca Pkwy.
P.O. Box 19535
Irvine, CA 92713
(714) 552-4882

Program type: ED/FAIL
Fee required: No
Public funds: Yes

TRUE COLORS

Don Lowry, Chairman
Communication Companies, International
291 Boat Canyon Dr.
Laguna Beach, CA 92651
(714) 494-0423

Program type: MULTI
Fee required: Yes
Public funds: No

YOUTH FORUM

Francis Furtaw, CEO
Margo Kluth, Executive Director
Youth Forum Foundation
2119 Via Aguila
San Clemente, CA 92672
(714) 361-4024

Program type: OTHER
Fee required: No
Public funds: Yes

Riverside County

SELF-ESTEEM ENHANCING STRATEGIES

Lou Denti
Riverside County Office of Education
P.O. Box 868
Riverside, CA 92502
(714) 788-6641

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

TAKING ACTIVE CHARGE OF YOUR LIFE

Jan Burnett, Chief Administrator
The Barksdale Foundation
53625 Double View Dr.
P.O. Box 187
Idyllwild, CA 92349
(714) 659-4676

Program type: MULTI
Fee required: Yes
Public funds: Yes

WOMEN SUPPORTING WOMEN

Patricia Watters, Cochair
1850 Brisa Ct.
Riverside, CA 92506
(714) 682-3294

Program type: OTHER
Fee required: No
Public funds: No

Sacramento County

CAREER DIMENSIONS/ORGANIZATIONAL DIMENSIONS

Sal Streett, Owner/Principal
3436 American River Dr.
Sacramento, CA 95864
(916) 971-3761

Program type: WEL/WORK
Fee required: Yes
Public funds: No

DEALING WITH FEELINGS–I'M THUMBODY

Pat Camper
Sacramento-Placer Mental Health Association
5370 Elvas Ave., Suite B
Sacramento, CA 95819
(916) 456-2070

Program type: OTHER
Fee required: No
Public funds: No

DIRECTIONS UNLIMITED

Matt Perelstein/Paula Formanek
9191 Folsom Blvd., #4
Sacramento, CA 95826
(916) 362-0337

Program type: MULTI
Fee required: Yes
Public funds: No

HARMONY ARTS MOBILE UNIT

Karen Schmidt, Director
8036 California Ave.
Fair Oaks, CA 95628
(916) 967-3269

Program type: OTHER
Fee required: Yes
Public funds: Yes

HOGE-BAYS WELLNESS CONSULTANTS

Claudia Bays/Carol Hoge
P.O. Box 215041
Sacramento, CA 95821
(916) 484-7048
(916) 635-8350

Program type: MULTI
Fee required: Yes
Public funds: No

NORTHERN CALIFORNIA REGIONAL SELF-HELP CENTER

Pat Camper
Sacramento-Placer Mental Health Association
5370 Elvas Ave., Suite B
Sacramento, CA 95819
(916) 456-1070

Program type: MULTI
Fee required: No
Public funds: Yes

PARENTS UNITED OF SACRAMENTO

Marsha Nohl, Codirector
Wendy Watson, Administrator
4811 Chippendale Dr., Suite 208
Sacramento, CA 95841
(916) 344-0249

Program type: ABUSE
Fee required: Yes
Public funds: Yes

PHOENIX SEMINAR ON THE PSYCHOLOGY OF ACHIEVEMENT

Jerry Schetter, President
Motivation Works
P.O. Box 13633
Sacramento, CA 95853
(916) 488-3344

Program type: MULTI
Fee required: Yes
Public funds: No

PRIMARY INTERVENTION PROGRAM/PIP/K–3

Barbara Sims, Principal
Williamson Elementary School
2275 Benita Way
Rancho Cordova, CA 95670-5299
(916) 635-5225

Program type: MULTI
Fee required: No
Public funds: Yes

PROJECT BOOST 4TH–6TH GRADE

Barbara Sims, Principal
Williamson Elementary School
2275 Benita Way
Rancho Cordova, CA 95670-5299
(916) 635-5225

Program type: MULTI
Fee required: No
Public funds: Yes

TRIAD EDUCATION

David C. Morse
Triad Education Consultants
8637 Lodestone Cir.
Elk Grove, CA 95624
(916) 685-4156

Program type: MULTI
Fee required: Yes
Public funds: Yes

San Bernardino County

ADVANCED SELF-ESTEEM CLASS

Kathi Jensen, Resource Specialist
Redlands Senior High School
840 East Citrus Ave.
Redlands, CA 92374
(714) 793-7561

Program type: ED/FAIL
Fee required: Yes
Public funds: No

GEORGE AIR FORCE BASE FAMILY SUPPORT CENTER

Kathleen P. Tesi, Director
Hugh L. Wilson, Coordinator
831 MSSQ/MSF
George AFB, CA 92394-5000
(619) 269-3746
(619) 269-2418

Program type: OTHER
Fee required: No
Public funds: Yes

San Diego County

HOME SCHOOLING

John A. Bosta, Administrator
P.O. Box 92
Escondido, CA 92025
(619) 749-1522

Program type: ED/FAIL
Fee required: No
Public funds: No

OUTWARD BOUND—SAN DIEGO

Trish Gross, Director
John Dutton, Assistant Director
625 Broadway, Suite 1125
San Diego, CA 92101
(619) 236-3500

Program type: OTHER
Fee required: Yes
Public funds: Yes

PHOENIX EDUCATIONAL FOUNDATION

Dr. Bettie B. Youngs
462 Stevens Ave., Suite 202
Solana Beach, CA 92075
(619) 481-2977

Program type: MULTI
Fee required: Yes
Public funds: Yes

TWELVE TOGETHER PEER COUNSELING PROGRAM

John Wedemeyer, Director
Judy Sundayo, Coordinator
June Burnett Institute for Children, Youth, and Families
6310 Alvarado Ct.
San Diego, CA 92120
(619) 594-4756

Program type: MULTI
Fee required: Yes
Public funds: Yes

WHO I AM MAKES A DIFFERENCE

Helice Bridges
Difference Makers, Inc.
P.O. Box 2115
Del Mar, CA 92014
(619) 481-6019

Program type: MULTI
Fee required: Yes
Public funds: Yes

San Francisco County

BAY AREA AIDS COMMITTEE PROJECT

Michael McDonald, MPH
2600 Tenth St.
Berkeley, CA 94710
(415) 848-6980

Program type: OTHER
Fee required: Yes
Public funds: Yes

CATHOLIC SCHOOLS FAMILY COUNSELING PROGRAM

Dr. George E. Boisson, Director
University of San Francisco
School of Education
San Francisco, CA 94117
(415) 666-6525
(415) 588-6689

Program type: MULTI
Fee required: No
Public funds: Yes

San Francisco County, cont.

CITY AND COUNTY OF SAN FRANCISCO

Martin Hackett, Director of Training
Civil Service Commission, Management
Development Unit-52-D, City Hall
San Francisco, CA 94102
(415) 554-4726

Program type: WEL/WORK
Fee required: No
Public funds: Yes

COMPLETING PERSONAL HISTORY (Program type: MULTI)

CONSULTANTS TRAINING (Program type: OTHER)
EDUCATIONAL LEADERSHIP (Program type: ED/FAIL)

ENLIGHTENED EXECUTIVE LEADERSHIP (Program type: WEL/WORK)

NO FAULT PARENTING (Program type: MULTI)

RESPONSIBILITY—THE MOST BASIC R: A CURRICULUM FOR PROMOTING SELF-ESTEEM (Program type: MULTI)

SELF-ESTEEM AND RESPONSIBILITY, STUDENT TRAINING (Program type: MULTI)

SELF-ESTEEM AND RESPONSIBILITY, TEACHER INSERVICE WORKSHOPS (Program type: OTHER)

Frank Siccone, President
2517 Van Ness Ave.
San Francisco, CA 94109
(415) 922-2244

Fee required: Yes
Public funds: No

FT. MILEY 4H, ARC—ROPES COURSE

Ronnie Smith, Ropes Course Coordinator
University of California, Cooperative Extension
P.O. Box 16156
San Francisco, CA 94116
(415) 469-7277

Program type: OTHER
Fee required: Yes
Public funds: No

GLEN PARY 4H, ARC/C/ODFPD WILDERNESS—ROPES COURSE

Walter Scott, Coordinator
University of California, Cooperative Extension
850 Bryant St., Room 555
San Francisco, CA 94103
(415) 553-1970

Program type: OTHER
Fee required: Yes
Public funds: No

LIFE DESIGN

Carol McCall, Course Director
560 Commercial St., Suite 400
San Francisco, CA 94111
(415) 274-2454

Program type: MULTI
Fee required: Yes
Public funds: No

MOTIVATION MANAGEMENT SERVICES, INC.

Suzanne Eastman, Director
P.O. Box 15580
San Francisco, CA 94115
(415) 644-3033

Program type: MULTI
Fee required: Yes
Public funds: No

NEWCLEAR EXPERIENCES, INC.

Christi Ammons, Program Director
4037 Judah St.
San Francisco, CA 94122
(415) 753-3701

Program type: MULTI
Fee required: Yes
Public funds: Yes

OFFICE OF PREVENTION

Mental Health Department
2340 Irving St., Suite 108
San Francisco, CA 94122
(415) 557-3470

Program type: MULTI
Fee required: No
Public funds: Yes

SELF-ESTEEM AND MOTIVATION: THE CREATION OF COOPERATIVE LEARNING ENVIRONMENT

Dr. Raymond Roberts
San Francisco State University
San Francisco, CA 94132
(415) 747-0380

Program type: OTHER
Fee required: Yes
Public funds: Yes

SELF-ESTEEM ENHANCEMENT PROGRAM

David T. Gallo, Project Coordinator
Performing Arts Social Society, Inc.
547 Frederick St.
San Francisco, CA 94117
(415) 753-1314

Program type: OTHER
Fee required: No
Public funds: No

San Luis Obispo County

ALCOHOL ABUSE PROGRAM

Kathleen Keyes, Program Coordinator
P.O. Box 7001
Atascadero, CA 93423-7001
(805) 461-2370

Program type: AI/DRUG
Fee required: No
Public funds: Yes

ATASCADERO UNIFIED SCHOOL DISTRICT—TRIBES PROGRAM

Dr. O. Paul Anderson/Michelle Andre/Linda Long
5601 West Mall
Atascadero, CA 93422
(805) 466-5815

Program type: OTHER
Fee required: No
Public funds: No

AZTEC ADULT SCHOOL

Karen Brillouet, Assistant Chief
Education, Central Program Services
Atascadero State Hospital
10333 El Camino Real
P.O. Box 7001
Atascadero, CA 93422-7001
(805) 461-2453

Program type: OTHER
Fee required: No
Public funds: No

EL PASO DE ROBLES SCHOOL—CALIFORNIA YOUTH AUTHORITY FACILITY

Cathleen Catti, Program Manager
4545 Airport Road
Paso Robles, CA 93447-7008
(805) 238-4040, ext. 248

Program type: MULTI
Fee required: No
Public funds: Yes

THE GAY RAP GROUP

Marilyn A. Jones, LCSW
Atascadero State Hospital
P.O. Box 7001
Atascadero, CA 93423
(805) 461-2051

Program type: OTHER
Fee required: No
Public funds: Yes

JAIL COUNSELING PROGRAM—COMMUNITY MENTAL HEALTH

Harry Harlow/Signa Schmidt/Dr. Leo Ingle
San Luis Obispo County Jail
San Luis Obispo, CA 93401
(805) 549-4614

Program type: OTHER
Fee required: No
Public funds: Yes

PROGRAM IV: SOCIAL INDEPENDENT LIVING SKILLS, FAMILY INTERACTION, STEP RELEASE PROGRAM

Jon DeMorales, Program Director
Atascadero State Hospital
P.O. Box 7001
Atascadero, CA 93423
(805) 461-2090

Program type: OTHER
Fee required: No
Public funds: Yes

San Mateo County

ADULT BASIC EDUCATION SELF-ESTEEM CLASS

Jerry Martin/Margaret Lewis
Easter Seal Production Services
858 Stanton Road
Burlingame, CA 94010
(415) 692-3377

Program type: ED/FAIL
Fee required: No
Public funds: Yes

AFRICAN AMERICAN RESEARCH HERITAGE PROGRAM

Clifford M. Bexley, Executive Director
Heritage Program and Exhibit
P.O. Box 5261
Redwood City, CA 94063
(415) 326-5305

Program type: OTHER
Fee required: Yes
Public funds: No

ASTRA'S MAGIC MATH

Jeanne Stout Burke, Director
Sunshine Gardens School
1200 Miller Ave.
South San Francisco, CA 94080
(415) 588-8082

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

San Mateo County, cont.

THE COMMUNITY ENVIRONMENTAL EDUCATION PROGRAM (WILDERNESS CLASS)

Reno Taini, Ph.D.
Jefferson Union High School District
699 Serramonte Blvd., Suite 100
Daly City, CA 94015
(415) 994-1515

Program type: ED/FAIL
Fee required: No
Public funds: No

CURRICULUM/GUIDANCE SERVICES

T. Thomas Quinn, Administrator
333 Main St.
Redwood City, CA 94063
(415) 363-5456

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

DYNAMICS OF HUMAN BEHAVIOR

Madelyn Burley-Allen, Owner
3 Waters Park Dr., Suite 228
San Mateo, CA 94403
(415) 574-1013

Program type: MULTI
Fee required: Yes
Public funds: No

INSTITUTE OF TRANSPERSONAL PSYCHOLOGY

Dwight H. Judy, Ph.D.
250 Oak Grove Ave.
Menlo Park, CA 94025
(415) 326-1960

Program type: MULTI
Fee required: Yes
Public funds: Yes

MAKING CHOICES

Bernadette Plotnikoff, Program Manager
Child Advocacy Council
460 California Ave., #13
Palo Alto, CA 94306
(415) 327-8120

Program type: ABUSE
Fee required: No
Public funds: Yes

PENINSULA ASSOCIATION FOR RETARDED CHILDREN AND ADULTS

E. Hardtke, Director of Residential Services
1401 Palm Dr.
Burlingame, CA 94010
(415) 697-7237

Program type: OTHER
Fee required: Yes
Public funds: Yes

POWER VISION/I AM/RAINBOW BUTTERFLY

Susan Eldred, Coordinator
Source Cassettes
945 Evelyn St.
Menlo Park, CA 94025
(415) 328-7171

Program type: MULTI
Fee required: Yes
Public funds: No

SAN MATEO COUNTY SELF-ESTEEM NETWORK

Don Havis, Chairman
439 Grand Blvd.
San Mateo, CA 94401
(415) 344-1745

Program type: OTHER
Fee required: Yes
Public funds: No

SELF-ESTEEM PROGRAM FOR THE JR. HIGH

Jai Marino, Principal
Our Lady of Angels School Jr. High
1328 Cabrillo Ave.
Burlingame, CA 94010
(415) 343-9200

Program type: MULTI
Fee required: No
Public funds: Yes

SELF-ESTEEM: THE KEY TO SUCCESS

Susan M. Randall, M.A.
2078 Touraine Lane
Half Moon Bay, CA 94019
(415) 726-6503

Program type: MULTI
Fee required: Yes
Public funds: No

SELF-SCIENCE THE SUBJECT IS ME

Jean Burch, Teacher
Dr. Anabel Jensen, Center Director
Nueva Center for Learning
6565 Skyline Dr.
Hillsborough, CA 94010
(415) 348-2272

Program type: MULTI
Fee required: No
Public funds: No

SERVICE LEAGUE OF SAN MATEO COUNTY

John G. Edmonds, Deputy Sheriff
San Mateo County Sheriff's Office
Main St.
Redwood City, CA 94062
(415) 363-4806

Program type: AL/DRUG
Fee required: Yes
Public funds: Yes

SOURCE CASSETTES

Susan Eldred, Coordinator
945 Evelyn St.
Menlo Park, CA 94025
(415) 328-7171

Program type: OTHER
Fee required: Yes
Public funds: No

TOASTMASTERS INTERNATIONAL

Lois Koenig, President
225 37th Ave.
San Mateo, CA 94403
(415) 595-7508

Program type: OTHER
Fee required: Yes
Public funds: No

Santa Barbara County

THE ARCHER FOUNDATION

Paulette Sun, President
Michael Sun, Director
3463 State St., Suite 251
Santa Barbara, CA 93105
(805) 966-4378

Program type: OTHER
Fee required: Yes
Public funds: Yes

FAMILY BOUND, PERFORMANCE EDGE, AND RECOVERY BOUND

Dr. Reldan S. Nadler
133 East De La Guerra, Suite 260
Santa Barbara, CA 93101
(805) 963-3180

Program type: OTHER
Fee required: Yes
Public funds: Yes

THE MOTHER-DAUGHTER CHOICES PROJECT

Linda Wagner, National Coordinator
P.O. Box 236
Santa Barbara, CA 93102
(805) 962-2728

Program type: MULTI
Fee required: Yes
Public funds: No

SELF-ESTEEM LEARNING FOUNDATION

Ken Gilbert, School Director
La Belle Professional Training School
El Paseo
Santa Barbara, CA 93101
(805) 963-6501

Program type: OTHER
Fee required: Yes
Public funds: Yes

STUDENTS FOR SELF-ESTEEM

David Edelman, Executive Director
Klein Bottle Social Advocates for Youth
1235 B Veronica Springs Road
Santa Barbara, CA 93105
(805) 682-8494

Program type: MULTI
Fee required: Yes
Public funds: No

WOMEN HELPING GIRLS WITH CHOICES

Penelope Paine, Director of Educational Services
Advocacy Press
531 East Ortega St.
Santa Barbara, CA 93103
(805) 962-2728

Program type: OTHER
Fee required: No
Public funds: No

Santa Clara County

ALUM ROCK ADVENTURE

Marta Stuart, Ropes Course Coordinator
University of California, Cooperative Extension
1694 Adrian Way
San Jose, CA 95122
(408) 299-2630

Program type: OTHER
Fee required: Yes
Public funds: No

BELIEVE IN YOURSELF, MAKE IT HAPPEN CAREER MANAGEMENT/DEVELOPMENT PROFILE

Connie Palladino, Ph.D.
900 Welch Road, Suite 14
Palo Alto, CA 94304
(415) 321-2151

Program type: MULTI, WEL/WORK
Fee required: Yes
Public funds: No

CHILD SEXUAL ABUSE TREATMENT PROGRAM

Susie Ruggels/Vicki Imabori
Institute for the Community as Extended Family
P.O. Box 952
San Jose, CA 95108
(408) 280-5055

Program type: ABUSE
Fee required: Yes
Public funds: Yes

CHRISTA MCAULIFFE ELEMENTARY SCHOOL
CHRISTA MCAULIFFE PARENT-FACULTY GROUP

Frank Clark, Principal
Cyndy Dowling, President, Parent-Faculty Group
12211 Titus Ave.
Saratoga, CA 95070
(408) 253-4696

Program type: ED/FAIL
Fee required: No
Public funds: Yes

COMMUNITY COORDINATED CHILD DEVELOPMENT COUNCIL

Alfredo Villasenor, Executive Director
160 E. Virginia St., Suite 200
San Jose, CA 95112
(408) 947-0900

Program type: WEL/WORK
Fee required: No
Public funds: Yes

THE LEARNING COMMUNITY

Gary Bacon, Ph.D., Program Coordinator
c/o Mountain View–Los Altos Union High School District
201 Almond Ave.
Los Altos, CA 94022
(415) 968-6571, ext. 69

Program type: MULTI
Fee required: No
Public funds: Yes

MAKING CHOICES

Bernadette Plotnikoff, Program Manager
Child Advocacy Council
460 California Ave., #13
Palo Alto, CA 94306
(415) 327-8120

Program type: ABUSE
Fee required: No
Public funds: Yes

PACIFIC GRADUATE SCHOOL

Alan W. Friedman, Ph.D., Director
Psychology Community Clinic
935 East Meadow
Palo Alto, CA 94303
(415) 494-7477

Program type: MULTI
Fee required: Yes
Public funds: No

PARENTS UNITED
DAUGHTERS AND SONS UNITED
ADULTS MOLESTED AS CHILDREN

Hank Giarretto, Ph.D., Executive Director
P.O. Box 952
San Jose, CA 95108
(408) 280-5055

Program type: ABUSE
Fee required: Yes
Public funds: No

PLEASE UNDERSTAND US

Judy Mohr-Stephens, Program Director
Barrington House Publications
1119 Lorne Way
Sunnyvale, CA 94087
(408) 241-8422

Program type: MULTI
Fee required: Yes
Public funds: No

PROMETHEUS

Valerie Saunders, Coordinator
49 Encina St.
Palo Alto, CA 94301
(415) 321-3645

Program type: MULTI
Fee required: Yes
Public funds: No

SAN FRANCISCO VENTURE

Chuck Vuliano, Coordinator
P.O. Box 60802
Palo Alto, CA 94306
(415) 591-5684

Program type: MULTI
Fee required: Yes
Public funds: No

SELF-ESTEEM ENHANCEMENT

Sue Oldham, Chief Operations Officer
Kairos Foundation—The Life Training
20 South Santa Cruz Ave.
Los Gatos, CA 95030
(408) 354-6069

Program type: MULTI
Fee required: Yes
Public funds: No

SUBSTANCE ABUSE RESIDENTIAL PROGRAMS

Armando X. Mendoza
The Bridge Counseling Center
80 W. Central Ave.
Gilroy, CA 95020
(408) 779-2113

Program type: MULTI
Fee required: Yes
Public funds: No

TASC—TEACHERS ASSIST STUDENTS AND CARE

Diane H. Rolfe, Founder/Coordinator
480 E. Meadow Dr.
Palo Alto, CA 94306
(415) 856-7776

Program type: ED/FAIL
Fee required: No
Public funds: Yes

UNLOCKING POTENTIAL

Gail Bobo, Director
San Jose Unified School District
Staff Development Office
1671 Park Ave.
San Jose, CA 95126
(408) 998-6015

Program type: OTHER
Fee required: Yes
Public funds: Yes

Santa Cruz County

CREATING A SUCCESSFUL SELF-IMAGE

Bay Alexander, Owner/Speaker/Trainer
Professional Impact
117 Tree Frog Lane
Santa Cruz, CA 95060
(408) 423-0830

Program type: OTHER
Fee required: Yes
Public funds: No

TEEN SELF-ESTEEM MAKE-OVER

Jane Parks-McKay
1375 42nd Ave., Number 3
Capitola, CA 95010
(408) 475-8483

Program type: OTHER
Fee required: Yes
Public funds: No

Siskiyou County

HIGH SELF-ESTEEM KIDS TELEVISION PROGRAM

LeRoy Foster, Jr.
P.O. Box 65
Mt. Shasta, CA 96067
(916) 926-5620

Program type: OTHER
Fee required: No
Public funds: Yes

Solano County

JUVENILE SEX OFFENDER PROGRAM

Barbara Monnette, Coordinator
Community Treatment Center
1026 Texas St.
Fairfield, CA 94533
(707) 425-9414

Program type: CRIME
Fee required: No
Public funds: Yes

Sonoma County

AVIVA! WELLNESS EDUCATION

Jim Polidora/Rosanne Polidora
2062 Mill Creek Road
Healdsburg, CA 95448
(707) 431-8835

Program type: MULTI
Fee required: Yes
Public funds: No

CHALLENGE SONOMA—4H, ARC (ROPES COURSE)

Chris Pack, Coordinator
Jim Brenner, Resource Development Advisor
University of California, Cooperative Extension
P.O. Box 1493
Eldridge, CA 95431
(707) 938-6579
(707) 527-2681

Program type: OTHER
Fee required: Yes
Public funds: No

DRUG ABUSE PREVENTION CONSORTIUM

Mike Reilly, Executive Director
River Community Services
P.O. Box 312
Guerneville, CA 95446
(707) 887-2226

Program type: AL/DRUG
Fee required: No
Public funds: Yes

GREATER AVENUES FOR INDEPENDENCE

Patricia Fowler, Program Manager
California Human Development Corporation
2300 County Center Drive, Suite 106-A
Santa Rosa, CA 95403
(707) 575-1802

Program type: WEL/WORK
Fee required: No
Public funds: Yes

HEALTH IS SELF-ESTEEM

Trisha Carter/Tim Hodenfield/Sara Winge
Circuit Rider Productions, Inc.
Vocational Training Division
9619 Old Redwood Hwy.
Windsor, CA 95492
(707) 838-6641

Program type: WEL/WORK
Fee required: Yes
Public funds: No

THE POUVANT PROGRAM

Frank Dane, Ph.D., Teacher/Developer
Laguna High School
462 Johnson St.
Sebastopol, CA 95472
(707) 823-5328

Program type: MULTI
Fee required: No
Public funds: Yes

WALKABOUT: ADVENTURES FOR PEACE WITH HOMER JONES

Homer Jones, Director
2197 S. Fitch Mt. Road
Healdsburg, CA 95448
(707) 431-0830

Program type: OTHER
Fee required: Yes
Public funds: Yes

Stanislaus County

STANISLAUS COUNTY CHILD SEXUAL ABUSE TREATMENT TEAM

Debra Johnson, Ph.D.
346 Burney
Modesto, CA 95354
(209) 525-7454

Program type: ABUSE
Fee required: Yes
Public funds: Yes

PAL AND PEER PROGRAM

Lynn McPeak, Principal
Capistrano Elementary School
400 Capistrano Drive
Modesto, CA 95354
(209) 521-8664

Program type: ED/FAIL
Fee required: No
Public funds: Yes

Tehama County

CHILDREN'S SELF-ESTEEM ENHANCEMENT

Amber Palmer, M.A.
Family Service Association
853 Manzanita Ct.
Chico, CA 95926
(916) 891-1731

Program type: MULTI
Fee required: Yes
Public funds: No

Trinity County

LIFE EDUCATION, INC.

Robert C. Kauson, President
Trinity Center
State Route 2-3969
Trinity Center, CA 96091
(916) 266-3235

Program type: MULTI
Fee required: Yes
Public funds: No

Tulare County

CHILD SEXUAL ABUSE PROGRAM

Shirley Panitz, Program Director
Tulare County CSA Program
P.O. Box 202, 327 So. K St.
Tulare, CA 93275
(209) 688-2043

Program type: ABUSE
Fee required: Yes
Public funds: Yes

Tuolumne County

CURTIS CREEK "SPECIAL FRIENDS" PROGRAM

Carl Murry, Counselor
P.O. Box 116
18755 Standard Road
Standard, CA 95373
(209) 532-1428

Program type: ED/FAIL
Fee required: No
Public funds: Yes

DADDY O'S: A TEEN PLACE

Marty McDonnell, Director
P.O. Box 1145
Sonora, CA 95370
(209) 532-6113

Program type: MULTI
Fee required: No
Public funds: Yes

PROJECT OPPORTUNITY

Cass Larkin, Project Coordinator
Nancy Spence, Intake/Assessment
Mother Lode Women's Center, Inc.
P.O. Box 663
Sonora, CA 95370
(209) 532-4746

Program type: AL/DRUG
Fee required: No
Public funds: Yes

UNIVERSITY OF CALIFORNIA, COOPERATIVE EXTENSION

Don Appleton
Sonora 4H, ARC
2 South Green St.
Sonora, CA 95370
(209) 533-5695

Program type: OTHER
Fee required: Yes
Public funds: No

YES

Susan Maurer, Project Director
Community Health Alliance for Tuolumne County
P.O. Box 4255
Sonora, CA 95370
(209) 533-5778

Program type: MULTI
Fee required: No
Public funds: No

Ventura County

APOLLO HIGH SCHOOL

Brad Greene, Principal
3150 School St.
Simi Valley, CA 93065
(805) 526-3676

Program type: ED/FAIL
Fee required: No
Public funds: Yes

Yolo County

THE INDEPENDENT LEARNING CENTER

Sandi Redenbach, Coordinator
902 College St.
Woodland, CA 95695
(916) 756-8678

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

OPERATION RESCUE—BUILDING SELF-ESTEEM

Sandi Redenbach, Project Director
313 Del Oro Ave.
Davis, CA 95616
(916) 756-8678

Program type: ED/FAIL
Fee required: Yes
Public funds: Yes

Programs Outside California with Self-esteem Components

"ACHIEVER" PROGRAM

Joseph D. Morgenthau, President
Morgenthau and Associates, Inc.
P.O. Box 741717
Dallas, TX 75374-1717
(214) 369-2866

Program type: OTHER
Fee required: Yes
Public funds: Yes

AFFECTIVE SKILL DEVELOPMENT

Constance Dembrowsky, President
5930 South 58th St., Suite N
Lincoln, NE 68516
(402) 423-1623

Program type: OTHER
Fee required: Yes
Public funds: No

ANGER CLINIC

Mitch Messer, Director
111 North Wabash, Suite 1710
Chicago, IL 60602
(312) 263-0035

Program type: OTHER
Fee required: Yes
Public funds: No

BODY CLASS

Mary Anne Benton, Director
218 Amherst Dr., SE
Albuquerque, NM 87106
(505) 268-8342

Program type: OTHER
Fee required: Yes
Public funds: No

BUILDING SUCCESS KIDS: ACHIEVING EXCELLENCE THROUGH SELF-ESTEEM
Shirley Backels, Director
1399 So. 700 E., Suite 17
Salt Lake City, UT 84105
(801) 466-9252

Program type: OTHER
Fee required: Yes
Public funds: Yes

CENTERQUEST

William Dols, Jr., Executive Director
The Educational Center
6357 Clayton Road
St. Louis, MO 63117
(314) 721-7604

Program type: MULTI
Fee required: Yes
Public funds: No

"DYNAMICS OF RELATIONSHIPS"

Patricia Kramer
Equal Partners
11348 Connecticut Ave.
Kensington, MD 20895
(301) 933-1489

Program type: MULTI
Fee required: Yes
Public funds: No

EPIC—EFFECTIVE PARENTING

Gary Ciurczak, Vice-President
State University College at Buffalo
Cassety Hall, 1300 Elmwood Avenue
Buffalo, NY 14222
(716) 884-6396

Program type: AL/DRUG
Fee required: Yes
Public funds: Yes

HUMAN RELATIONS CONSULTING

Dr. Dov Peretz Elkins
Growth Associates
25180 Shaker Blvd.
Cleveland, OH 44122-2362
(216) 464-6798

Program type: MULTI
Fee required: Yes
Public funds: No

OMEGA SEMINARS, INC.

John Nye
2135 112th Ave., NE, Suite 102
Bellevue, WA 98004
(206) 451-7477

Program type: MULTI
Fee required: Yes
Public funds: Yes

PRE-VOCATIONAL SERVICE CENTER

Col. Eben C. Henson, Project Director
Pioneer Playhouse
Route #2, Box 12
Danville, KY 40422
(606) 236-2747

Program type: OTHER
Fee required: No
Public funds: Yes

PUMSY IN PURSUIT OF EXCELLENCE

Jill Anderson
P.O. Box 70071
Eugene, OR 97401
(503) 345-1771

Program type: MULTI
Fee required: Yes
Public funds: No

RITE OF PASSAGE

Jerome Sprout, Director of Human Resources
Athletic Training Center and School
P.O. Box 1360
Minden, NV 89423
(702) 782-7191

Program type: OTHER
Fee required: Yes
Public funds: Yes

Appendix C

Programs, Projects, and Curricula in Self-esteem and Personal and Social Responsibility

The information and descriptions in this appendix have been supplied to the Task Force from various sources and are presented to assist the public in identifying potential resources. Since the Task Force did not have the time to examine each resource in detail, it does not necessarily endorse the programs, projects, and curricula listed. It will be the user's responsibility to determine whether a particular resource meets his or her needs.

ABOUT ME

Encyclopedia Brittanica Educational Corporation
425 North Michigan Ave.
Chicago, IL 60611

Authored by Harold C. Wells and Jack Canfield, this is a self-esteem curriculum for grades three through six. It includes individual student workbooks and a comprehensive teacher's manual.

ACADEMY PROGRAM

Sequoia Union High School District
480 James Ave.
Redwood City, CA 94062-1098
(415) 369-1411, ext. 327

This is a state-funded three-year program for the potential dropout student. Centered on the school-within-a-school concept, the program teaches specific skills in computers and electronics. The students are supported by a team of English, mathematics, and science teachers. A partnership with industry is available for students to use their skills within a work setting.

ACHIEVEMENT SKILLS: GUIDELINES FOR PERSONAL GROWTH

Thomas Jefferson Center
202 South Lake Ave., Suite 240
Pasadena, CA 91101
(818) 792-8130

The program, prepared for grades six through nine, is designed to help students improve their life-style by developing positive goals, attitudes, and values. Training is available but not required.

THE ACHIEVER PROGRAM (K–8)

Morgenthau & Associates, Inc.
P.O. Box 741717
Dallas, TX 75374-1717
Joseph D. Morgenthau, President

This is a motivational program that creates a positive atmosphere in the classroom.

ACTION EDUCATION

2831 Cedarwood Way
Carlsbad, CA 92008
(619) 434-6080

This program, which offers consultant services to schools, promotes academic achievement, self-esteem, and leadership skills in students.

ACTORS ALLEY

4334 Van Nuys Blvd.
Sherman Oaks, CA 91403

This organization makes theater tours available to requesting schools. An AIDS education program is available.

ADOLESCENT FAMILY LIFE PROGRAM

Department of Health Services
714/744 P St.
Sacramento, CA 95814

For further information, contact Mrs. Thelma Reamer Ellison, Social Work Consultant, AFLP Projects, 714 P St., Rm. 300, Sacramento, CA 95814.

ADOLESCENT PREGNANCY AND PARENTING

Hollenbeck Junior High School
2510 E. Sixth St.
Los Angeles, CA 90023
(213) 268-0176

Housed within Hollenbeck Junior High School, this program aims to create viable partnerships between school systems and community organizations to develop effective strategies to prevent adolescent pregnancies through intervention.

AEON

P.O. Box 46155
Los Angeles, CA 90046
Stefan Neilson, President

The program is based on *Personality Language* and *Road to Excellence and High Self-Esteem* and is a step-by-step approach to building self-esteem.

AFFECTIVE SKILL DEVELOPMENT FOR ADOLESCENTS

Selection Research, Inc.
5930 S. 58th St., Suite N
Lincoln, NE 68516
(402) 423-1623

Authored by Constance Dembrowsky for junior and senior high school students, the materials include a teacher's guide, student workbooks, and a parent's guide. Materials are designed to cover a semester.

ALL CHILDREN ARE REALLY EXCEPTIONAL (A.C.A.R.E.)

Educational and Training Services, Inc.
P.O. Box 1532
Santa Cruz, CA 95061
(408) 426-6850

Authored by Tony LaBue, the program outlined in this book addresses the development of the potential for caring within children. An improved school climate fosters emotional growth.

ARTS-IN-CORRECTIONS

Department of Corrections
630 K St.
Sacramento, CA 95814
(916) 323-3791

This program seeks to "... improve the prison experience by providing participants an opportunity to affect their own environment and begin changing their attitudes about themselves and others."

ASTRA'S MAGIC MATH-ALPHAPHICS

South San Francisco Unified School District
Sunshine Gardens School
1200 Miller Ave.
South San Francisco, CA 94080
Jeanne Stout Burke, Director

These materials are appropriate for kindergarten through grade one students and for learning-disabled and Hispanic students. The materials focus on helping a child to be successful academically as he or she continues to build self-confidence.

BARKSDALE (Programs for Successful, Stress-Free Living)

The Barksdale Foundation
P.O. Box 187
Idyllwild, CA 92349
(714) 659-4676

A catalog of Barksdale materials is available on request. The Barksdale Foundation addresses stress reduction and self-esteem issues through a variety of publications. The materials offered through the Barksdale Foundation include affirmations for building self-esteem, home study courses for the development of self-esteem, stress-control seminar instructor and participant kits, and packets for organizing self-esteem workshops.

B.E.S.T. (Believe in yourself, Empower yourself, Stand up for yourself, Trust yourself)

The Esteem Team Program
176 Corte Anita
Greenbrea, CA 94904
(415) 461-3401
Contact person: Judith Feldman, Director

This program provides youth—primarily fourth, fifth, and sixth graders—with an after-school program that will enhance their self-esteem, increase their sense of independence, and support the family unit, through P.A.C.T. (Parents and Children Together). Each child involved in this program signs a contract with his or her parents to become an official Esteem Team family. The P.A.C.T. guide, manual, and contract form help establish guidelines, enforce rules, and set goals so that each family member experiences a greater sense of esteem and worthiness. Youngsters on the Esteem Team develop and present entertainment programs based on the positive B.E.S.T. slogan. Esteem and character-building exercises are also part of the agenda; for example, role plays, discussion groups, and noncompetitive games.

THE BOUDOIN METHOD PARENTING PROGRAM

Webster's International, Inc.
5729 Cloverland Place
Brentwood, TN 37027
Contact Patricia S. Walser, Administrative Assistant, for information.

BREAD AND ROSES

78 Throckmorton
Mill Valley, CA 94941-1994
(415) 381-0320

This is a theater group for prisoners.

BREAKING BARRIERS PROGRAM

Department of Corrections
P.O. Box 942883
Sacramento, CA 94283-0001
(916) 445-5691

This pilot project at the California Medical Facility exposes a maximum of 1,200 inmates to the self-esteem principles advocated by the Pacific Institute of Seattle, Washington.

BREAKING FREE (Workbook Sample/Introductory Tape)

Learning Lab, Inc.
1830 - 156th N.E., No. 226
Bellevue, WA 98007
(206) 644-3317

The purpose of this course is to encourage the development of increased self-confidence.

BREAKTHROUGH FOUNDATION'S YOUTH AT RISK PROGRAM

25 Van Ness Ave., Suite 320
San Francisco, CA 94102
(415) 863-4141

This physically rigorous program is designed to assist juvenile delinquents in taking control of their lives. The community intervention produces a breakthrough in the lives of the youth who participate and creates a new possibility for community response to the entire phenomenon of youth at risk.

BRITE MUSIC ENTERPRISES, INC.

Box 9191
Salt Lake City, UT 84109

Authored by Janeen Brady, this program is based on the *Standing Tall* series and the *Safety Kids* cassettes.

BUILD

1355 East 114th St., #906
Los Angeles, CA 90059
(213) 567-4552

This program targets the high density unemployment community of South Central Los Angeles, where many residents have low self-esteem because of a history of unemployment and other pressures. Project BUILD provides on-site education, job and career counseling, employment seminars, and personal counseling initiated to help residents gain the skills and confidence necessary to break the cycle of unemployment.

BUILDING SELF-ESTEEM

Professional Counseling Group
2706 American St.
Springdale, AR 72764
(501) 750-1090

LeAynne Snell, M.S.W., has been a specialist in the area of self-esteem since 1985. She offers two classes: Introduction to Self-Esteem Building (a one-hour class focused on the significance of high self-esteem) and Steps to Raise Your Self-Esteem (a series of six, one-and-a-half hour classes that stress personal strengths, developing positive attitudes about self, increasing the fun in life, improving the quality of relationships, and designing a personal plan for success).

BUILDING SELF-ESTEEM: A COMPREHENSIVE SCHOOL PROGRAM

Educational and Training Services, Inc.
P.O. Box 1532
Santa Cruz, CA 95061
(408) 426-6850

Developed by Robert W. Reasoner, this is a comprehensive program that involves administrators, teachers, and parents in fostering a high level of self-esteem in students in kindergarten through grade eight. Additionally, BSE is designed to create a school climate in which students are highly motivated, productive, and cooperative. This program can be used in classroom instruction, teacher training, whole-school implementation, and parent involvement.

BUILDING SELF-ESTEEM THROUGH TEAM ESTEEM: K–6 PILOT PROJECT

Guidance Services Dept.
Education Services Division
San Diego City Schools
4100 Normal St.
San Diego, CA 92103
(619) 293-8686

Author: Charlene Zilius

THE BUSINESS WOMAN'S SURVIVAL GUIDE SEMINARS

Pat Roper, Director
BWSG Seminars
904 Silver Spur Rd.
Rolling Hills Estates, CA 90274

CAMPAIGN FOR A HEALTHIER COMMUNITY FOR CHILDREN

1000 Sir Francis Drake Blvd., Rm. 10
San Anselmo, CA 94960
(415) 456-7693

This is a community-based program designed to assist people in transforming relationships between people and the planet—giving a responsible place to parents, young people, and older adults—and allowing all to have a part in the community.

CAMP ESTEEM

Camp Esteem: City of Fresno
P.O. Box 1271
Fresno, CA 93715-1271

This is a youth camp program for junior high school students identified as "at risk" but who exhibit leadership potential.

CAREER AWARENESS/BASIC SKILLS (CABS) PROGRAM

Sponsored by Dade County (Florida) Public Schools
6271 NW 201st St.
Miami, FL 33015
Jay Burke

CATHOLIC SCHOOLS FAMILY COUNSELING PROJECT

The Archdiocese of San Francisco Pastoral Center
Office of Catholic Schools
443 Church St.
San Francisco, CA 94114-1792

For more information, contact George E. Boisson, Ed.D, through the University of San Francisco, CA 94117-1080.

CHARACTER AND PERSONAL RESPONSIBILITY EDUCATION (K–12)

Thomas Jefferson Research Center
202 South Lake Ave., Suite 240
Pasadena, CA 91101
(818) 792-8130

This program provides classroom posters and curriculum that teach specific skills for decision making, goal setting, and accepting responsibility for one's behavior. The underlying principle is that the primary prevention of drug and alcohol abuse is based on acquiring personal and social responsibility skills as the foundation for high self-esteem.

CHILDREN'S SELF-ESTEEM ENHANCEMENT PROGRAM

853 Manzanita Court
Chico, CA 95926
(916) 891-1731

This program was developed by the Family Service Association of Butte and Glenn counties to reach out to children who are abused or neglected to enhance their self-esteem skills.

CHOICES AND CHALLENGES

Mission Publications
P.O. Box 25
El Toro, CA 92630

This program is designed to build self-awareness in adolescent boys and girls and to build skills in goal setting, values clarification, decision making, and career research. The program is appropriate for a quarter or semester class. It was authored by Patricia Berne and Louis M. Savery.

COLLEGE READINESS PROGRAM

400 Golden Shore Blvd.
Long Beach, CA 90802
(213) 590-5554

This program links The California State University campuses with junior high schools within their areas in order to assist sixth, seventh, and eighth graders in achieving competence and in preparing for college.

COMMUNICATION BRIDGES

Communication Bridges
632 E. Main St.
Ashland, OR 97520
Terry Reger, President

This is a program for junior and senior high school students, faculty, and administration.

THE COMMUNITY ACCESS TEAM

300 W. Winton Ave.
Hayward, CA 94544
(415) 784-7013

Sponsored by the Hayward Police Department, this program seeks to obtain employment and develop educational programs for 25 youth gang members per year.

CONFIDENT PARENTING PROGRAM

300 San Antonio Road
Santa Barbara, CA 93110
(805) 681-5440
Contact person: Michael Mickiewicz

The Santa Barbara County Office of Substance Abuse sponsors this program designed to provide parents with support and skills to develop a strong and supportive relationship with their children.

CORRECTIONAL EDUCATION

11515 S. Colima Road
Whittier, CA 90604
(213) 974-5096

The Los Angeles County Sheriff's Department and the Hacienda/La Puente Unified School District are committed to an ongoing policy of supporting the opportunity for a positive reentry. An accredited program of academic and vocational education is provided for the 23,000 persons incarcerated in the custodial facilities of the Sheriff's Department.

CULVER CITY SELF-ESTEEM MODEL SCHOOL PROJECT

Self-Esteem Seminars

6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Culver City implemented the curriculum guide, *Self-Esteem in the Classroom*, based on the notion that students attain a positive self-concept through doing—by being actively involved with body, mind, and emotion.

THE CURTIS "E"/SMART "E" PROGRAM

459 Burgin
Baton Rouge, LA 70808
Contact person: Evans Howell, Jr.

This is a program for the development of self-esteem in young people and was endorsed by Virginia Satir.

DARE (Drug Abuse Resistance Education)

150 N. Los Angeles St.
Los Angeles, CA 90028
(213) 485-4856

This program was created by the Los Angeles Police Department in cooperation with the Los Angeles Unified School District. It focuses on fifth and sixth graders, equipping them with life skills.

DELANCY STREET FOUNDATION

2563 Divisadero St.
San Francisco, CA 94115
(415) 563-5325

This is a self-help treatment center for ex-convicts, ex-alcoholics, ex-addicts, and ex-prostitutes in San Francisco. The center encourages people to find their strengths and develop responsible life skills.

DIDI HIRSCH COMMUNITY MENTAL HEALTH CENTER

4760 S. Sepulveda Blvd.
Culver City, CA 90230
(213) 390-6612
Contact person: Ann Lodwig

This is a Los Angeles County project that focuses on reducing the availability of alcohol to black and Hispanic youth in the Venice/Oakwood area. The program brings together youth, adults, school personnel, business, and other community leaders to establish an Alcohol Prevention Action Coalition and to develop a community action plan.

DISCOVER: SKILLS FOR LIFE

Educational Assessment Publishing Co.
1731 Kettner Blvd.
San Diego, CA 92101

This program is intended for kindergarten through grade nine to cover drug education, self-esteem, problem-solving and decision skills, and effective relationships. The program is designed to be taught as a class one to three hours per week for one semester and includes student textbooks plus workbook activities.

DUSO

American Guidance Services
Publishers Building
Woodland Road
Circle Pines, MN 55014-1796

Designed for students at two grade levels—kindergarten through grade two and grades three and four—this is a complete kit of materials designed for integration within the regular classroom curriculum or small group instruction. DUSO focuses on self-awareness, personal development, and social relationships. The DUSO puppets are popular vehicles toward self-expression. The format utilizes art projects, guided fantasy activities, dramatic play, and cassettes.

THE DYNAMICS OF RELATIONSHIPS

Equal Partners
11348 Connecticut Ave.
Kensington, MD 20895
Contact person: Patricia Kramer

This extensive program, designed for adolescents, includes manuals and student materials appropriate as a semester course. Information includes self-esteem, communication, sex and gender roles, affection, expectations, dating, marriage, and parenting.

EARLY CHILDHOOD CENTER

Cedars-Sinai Medical Center
8700 Beverly Blvd.
Los Angeles, CA 90048-1869
(213) 855-5168

Through the Warm Line and PIPS (Preschool and Infant Parenting Service), guidance is offered to parents to help prevent the development of difficult or severe problems. Statistics for January, 1988, through March, 1989, indicate that 6,400 families use the Warm Line.

EAST BAY CENTER FOR THE PERFORMING ARTS

339 11th St.
Richmond, CA 94801
(415) 234-5624

This is a program which seeks to provide opportunities for growth in self-esteem through the arts for all types of "at risk" situations.

EDUCATIONAL DEVELOPMENT SPECIALISTS

5505 E. Carson St., Suite 250
Lakewood, CA 90713
Fred Niedermeyer, Ed.D., President

This program addresses instructional product development.

ENHANCING SELF-ESTEEM THROUGH CHALLENGING CHILDREN TO CARE

Whitenwife Publications
149 Magellan St.
Capitola, CA 95010
(408) 476-2730

This program was developed by two school psychologists, Earl White and Tony LaBue, for the elementary school setting. It provides group activities for enhancing self-esteem and improving school climate.

ENTERING ADULTHOOD: CONNECTING HEALTH, COMMUNICATIONS, AND SELF-ESTEEM

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 438-4060; (408) 438-4080
Susan J. Laing, M.S., and Clint E. Brueses, Ed.D., Authors

This program targets ages fourteen through eighteen and focuses on the link among self-concept, self-expression, and choices involving healthful behaviors. Specific skill-building activities for communication, the improvement of self-image, and resolution of interpersonal conflict are also provided.

EVERY KID'S A WINNER TRAINING PROGRAM

1807B 4th St.
Berkeley, CA 94710
Glenn Tobe, Director

FAMILY LIFE EDUCATION RESOURCES FOR THE ELEMENTARY CLASSROOM

Network Publications
1700 Mission St., Suite 203
P.O. Box 1830
Santa Cruz, CA 95061-1830

This is a series of self-contained lessons on self-esteem, decision making, and relationships designed for grades four through six.

FREE VENTURE PROGRAM

California Youth Authority
4241 Williamsbourgh Dr., Suite 201
Sacramento, CA 95823
(916) 427-6674

This is a public/private partnership program wherein the wards are employed by private sector businesses.

FRIDAY NIGHT LIVE

111 Capitol Mall, Rm. 223
Sacramento, CA 95814
(916) 445-7456

This program integrates classroom activities, assembly presentations, and community activities to assist teens as they cope with pressures; the program encourages them to have a good time without alcohol or drugs.

FRIENDS CAN BE GOOD MEDICINE

California Department of Mental Health
Mental Health Promotion Branch
2340 Irvine St., Suite 108
San Francisco, CA 94122

Designed for kindergarten through grade twelve, the program emphasizes the value of social support. The lessons need to be presented sequentially.

GAIN

Policy Implementation Bureau, OSS
744 P St.
Sacramento, CA 95814

Those interested in this program are requested to contact their county welfare department. Developed by the California Welfare Reform Program, this project offers a comprehensive range of services, including job search, basic adult education, English as a second language, career assessment, vocational education, on-the-job training, child care, and transportation.

GAMES WORKSHOP FOR TEACHERS

Frank Harris
2129 Rose St.
Berkeley, CA 94709

GENESIS PROJECT

Education and Health Services
Los Angeles Area Chamber of Commerce
404 S. Bixell St.
Los Angeles, CA 90017-1487
(213) 629-0620
Frieda Gehlen, Ph.D., Program Director

This is a cooperative effort between youth and six inner-city schools, parents, and local employers that works to keep youth in school and provide job opportunities or scholarships after graduation.

GOAL: GUIDANCE OPPORTUNITIES FOR AFFECTIVE LEARNING

Irvine Unified School District
Guidance Projects
31-B West Yale Loop
Irvine, CA 92714
(714) 552-4882

This program, which is designed for kindergarten through grade six, is available as a Title IV-C project to teach self-control, responsibility, and positive ways to interact with others. It contains 67 lessons.

THE GOALS PROGRAM

Foundation for Self-Esteem
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Created by Jack Canfield, this is a multimedia motivational and self-esteem development program designed for welfare recipients. It contains a three-hour video program, a workbook, an audiocassette, and a facilitator's manual. The program is designed for adult education. Write or call for a free catalog and program information.

GOALTENDERS

Caldwell Institute
4262 Via Marina #2
Marina del Rey, CA 90292

This program, developed by Caldwell Williams, encourages self-esteem by teaching students to set goals and manage their time effectively.

HATHAWAY CHILDREN'S SERVICES

11500 Eldridge Ave., Suite 204
Lake View Terrace, CA 91342
(818) 896-2255

This program offers outpatient individual, family, and group therapy on either a crisis or a longer term basis. Patients use their new skills at home in order to enhance family functioning.

HEALTH ENHANCEMENT PROGRAM

Employee Assistance Program
Department of Social Services
744 P St.
Sacramento, CA 95814

This program promotes good health—physical, mental, emotional, and spiritual—for its employees through participation in activities such as weight reduction programs, Folk Dancing for Wellness, Single Parent Awareness, Narcotics Anonymous, and aerobic classes.

HELP-ESTEEM

2307 Grand Ave.
Fillmore, CA 93015

This is a workbook and an interactive computer program designed by Nancy Levyn, M.A., to develop self-esteem.

HERE'S LOOKING AT YOU 2000

Comprehensive Health Education Foundation
29832 Pacific Highway South
Seattle, WA 98198

This is a comprehensive drug education curriculum that includes extensive information about the negative effects of drugs as well as numerous lessons on building self-esteem and other affective dimensions of the students. The program is expensive, but it includes books, audiocassettes, computer software, puppets, pamphlets, and videocassettes. Write for a free catalog.

HOW DO I LOVE ME?

Consulting Psychologists Press
577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444

Written by Helen M. Johnson, this is a workbook for building self-esteem. It provides "work-outs" at the end of each chapter to help the reader practice constructive behavior and concludes with an "action plan" for developing self-esteem.

HOW TO BE SUCCESSFUL IN LESS THAN 10 MINUTES PER DAY

Thomas Jefferson Center
202 South Lake Ave., Suite 240
Pasadena, CA 91101
(818) 792-8130
Robert Paull, Author

This program offers daily ten-minute homeroom advisement curriculum, teacher training by audiotape, a Principal's School Climate Handbook, staff development, and tangible concepts that can be incorporated into the academic environment on a schoolwide basis.

I AM SOMEBODY

Center for Drug Problems
4651 Telephone Road, #250
Ventura, CA 93003

Designed for kindergarten through grade six, this program is an activity-oriented approach to raising awareness of feelings, developing interpersonal relations, making decisions, and taking care of the body. It is usually a five-week program, one 55-minute session per week.

I CAN

Positive Life Attitudes for America
13642 Omega
Dallas, TX 75234

Separate materials are available for kindergarten through grade four, grades five through eight, and high school. Each course is designed to cover 80 hours.

I LIKE ME! PRODUCTIONS

P.O. Box 1763
Novato, CA 94948
Marion Mike, President

"Self-Esteem Programs and Products for Children" are available.

IMAGES

California State Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95802-0271
(916) 445-1260

This is a workbook, authored by Mattie Evans Gray, that provides suggestions for enhancing self-esteem and promoting career preparation; it was designed especially for black girls (1988).

IMAGINATION WORKSHOP

Neuropsychiatric Ward, UCLA
760 Westwood Plaza
Los Angeles, CA 90024
(213) 206-8067

This program provides theater for the developmentally disabled.

INDIAN HEALTH PROGRAM

Rural and Community Health Division
Indian Health Program
714 P St., Rm. 576
Sacramento, CA 95814
(916) 323-7433

This program provides financial and technical assistance to California clinics serving American Indians in order to improve their health status through the provision of comprehensive primary medical and dental care services. The program is a strong advocate of Community Health Representatives (CHR) from the Indian community becoming a vital part of the health care delivery system for Indians in California. The program provides employment for Indians in communities with high unemployment, allowing them to enter a career ladder with promotional opportunities.

INNERCHANGE

Palomares and Associates
P.O. Box 1577
Spring Valley, CA 92077
(619) 698-6654

This program is designed for grades seven through twelve. It uses the magic circle format to deal with feelings, relationships, problem solving, goal setting, and several other related subjects. Each unit can be completed in 20–30 minutes, and the units may be used in sequence or randomly selected.

INTERNATIONAL CHILD RESOURCE INSTITUTE

1810 Hopkins St.
Berkeley, CA 94707
(415) 644-1000
Contact person: Kenneth Jaffee

This is an Alameda County project designed to develop, field test, and distribute a primary prevention program to prevent alcohol-related problems among Hispanic youth. The program will promote self-esteem and personal development of preschool and early school-age children who are being cared for by family day-care providers.

INTO ADOLESCENCE: ENHANCING SELF-ESTEEM

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 438-4060; (408) 438-4080
Dale Zevin, Author

This is a series of esteem-building exercises for children ages nine through thirteen. There are ten curriculum units that guide students through a "self-esteem fitness training" that helps them to set personal goals in the areas of fitness, nutrition, personal growth, and academic achievement.

INVESTMENT IN EXCELLENCE

Pacific Institute Programs
1201 Western Ave.
Seattle, WA 98101

The institute is a Seattle-based private educational organization that teaches others how to succeed through goal setting and heightened self-esteem.

IT'S FUNNER TO BE A RUNNER

2427 Nielsen St.
El Cajon, CA 92020
(619) 258-9694
Contact person: Peter P. Saccone

This program was developed within the Cajon Valley Union School District for elementary school students. It combines physical fitness with learning and self-esteem skills.

IT'S SPECIAL TO BE ME

1035 Amarillo Ave.
Palo Alto, CA 94303
Contact person: Rhea F. Sampson

This 45-minute program for students in kindergarten through grade four is available on request.

JFK UNIVERSITY CAMP

JFK University
370 Camino Pablo
Orinda, CA 94563

Gail Solt is the codirector of this university-based sports camp and can be contacted for details.

THE KHALSA FOUNDATION FOR MEDICAL SCIENCE

P.O. Box 2708
Del Mar, CA 92014-5708
(619) 755-0539
David Shannahoff-Khalsa, President

The foundation specializes in workshops in the living skills of self-regulation for self-esteem with all ages. The brain exercises or "kundalini meditations" taught are part of a stress management program for nurturing human excellence and self-esteem. Numerous techniques are taught for contemporary issues: dealing with anger, anxiety, addictions, angina, compulsive-obsessive disorders, depression, and insomnia; stimulating the immune system; and fostering rejuvenation, creativity, intuition, and vigor.

THE LACRESTA FOUNDATION

251 Panorama Dr.
Bakersfield, CA 93305
Margaret Gannon, Director and Founder

This program addresses the emotional well-being of young children and their families. Innovative programs include "Warm Line" (provides another parent for a troubled child

to contact) and "Stitch in Time" (provides parenting classes oriented toward the needs of preschool children).

LA FAMILIA AND CULTURAL PRIDE

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 438-4060; (408) 438-4080
Ana Consuelo Matiella, Author

"The Latino Family Life Education Curriculum Series" offers four components—two curriculum units with companion student workbooks. The Cultural Pride Curriculum Unit, the core unit of the series, is designed to strengthen Latino students' self-esteem at the roots of their cultural identity. La Familia Curriculum Unit explores and identifies Latino family traditions and values and affirms family strengths.

LATINO ENSEMBLE

P.O. Box 26 A 28
Los Angeles, CA 90026
(213) 484-9005

This is a nonprofit theatrical company designed to target Latino culture. The program involves youth from the Echo Park area in workshops and is a viable alternative to delinquency and gang involvement.

LEARNING ABOUT SOCIAL BEHAVIOR

Glendora Unified School District
500 N. Loraine Ave.
Glendora, CA 91740

The materials in this program, which are available as a Title IV-C project, are designed to provide an instructional approach to teaching social skills for students in grades two through twelve. The program is based on the Structure of Intellect Model and includes the study of feelings, relationships, consequences, and problem solving. The plan includes activities, discussion, and worksheets for 60–80 minutes per week.

THE LEARNING COMMUNITY

823 Forest Ave.
Palo Alto, CA 94301
Gary Bacon, Representative

The program is based on the ideas brought out by Gary Bacon in *Essential Education, Drawing Forth the Golden Child.*

LEARNING TO BE PEACEFUL TOGETHER

905 W. Valley View Dr.
Fullerton, CA 92635
(714) 773-2961

Edited by Susan Hopkins and Jeff Winters, this curriculum guide was prepared for the parents and teachers of very young children. The editors reinforce the basic premise that the development of high self-esteem is the most significant element in fostering positive peer relationships for young children.

LIFE DIRECTIONS

25255 Cabot Road, Suite 113
Laguna Hills, CA 92653

Developed by W.H. Gardner, this is a program to enable career exploration, encourage self-discovery, and enhance self-esteem.

LIFE SKILLS PROGRAM

Palo Alto High School
400 Channing Ave.
Palo Alto, CA 94301

Jay Thorevaldson, Representative (through the Palo Alto Medical Foundation)

LOS ANGELES POVERTY DEPARTMENT

2124 Elsinore St.
Los Angeles, CA 90026
(213) 413-1077

This program provides theater by and for the homeless.

LOS ANGELES THEATRE WORKS

681 Venice Blvd.
Venice, CA 90291
(213) 827-0808

This program is directed toward youth involved with crime and violence.

MAGICAL MUSIC EXPRESS

P.O. Box 417
Palo Alto, CA 94302
Contact persons: Pam Donkin and Greta Pedersen

School assembly programs are available on request. Assembly topics include "Caring and Friendship" and "Self-esteem." Cassettes and songbooks are also available.

MAGIC CIRCLE

Palomares and Associates
P.O. Box 1577
Spring Valley, CA 92077

This is a mental health program addressing emotional and social development. Within the Magic Circle, teachers and students are encouraged to share feelings and thoughts to promote better understandings.

MASTERS OF ARTS IN PERSON-CENTERED EDUCATION

United States International University
10455 Pomerade Road
San Diego, CA 92131
(619) 693-4595

This program focuses on self-esteem within the classroom. Participants in the program are required to be classroom teachers.

MELD'S YOUNG MOMS

5655 Christmas Lake Point
Excelsior, MN 55331
Ann Ellwood, Program Developer

This is a two-year program designed to provide young mothers with information and psychological support.

MENTAL HEALTH ACTIVITIES IN THE CLASSROOM: A HANDBOOK

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
(213) 478-2061

Written by Joan Goldberg and Ellen Hymowitz, this handbook presents 28 group sessions, each covering a different area of concern to elementary and intermediate schoolchildren. Topics include ways to increase self-awareness, sensitivity to interpersonal interactions, expression of feelings, self-confidence, and self-image. The sessions, developed by school psychologists, are made interesting through many different techniques. Sessions can be conducted by teachers, counselors, or school psychologists. The program is effective with all types of students and does not demand a high degree of fluency in English.

MIRACULOUS ME!
CHEF

20832 Pacific Highway South
Seattle, WA 98198

Miraculous Me includes 100 activities for classroom use, particularly at the elementary level. Worksheets can be removed and duplicated.

MORE TEACHABLE MOMENTS

Live, Love, Laugh
P.O. Box 9432
San Diego, CA 92109

This program, authored by Cliff Dundee, is similar to the Magic Circle Program in format. It targets communication skills, self-esteem, and positive mental health through the encouragement of listening, sharing of feelings, guided imagery, and goal setting. The materials are presented in ten lessons.

MOTHER-DAUGHTER CHOICE

Girls Club of Santa Barbara
P.O. Box 236
Santa Barbara, CA 93102
(805) 963-4757

Funded by the Lily Endowment, this program includes six discussion group sessions as a home-based effort to stem the tide of teen pregnancy and drug use.

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS GREEN CIRCLE PROGRAM

P.O. Box 1307
Santa Monica, CA 90406
(213) 458-2772
Judy Pam-Byel, Director
Pam Brady, Coordinator

The Green Circle Program is an experimental learning model to facilitate an awareness of human differences and reinforcement for positive self-esteem. The trained facilitators lead classroom discussions through a flannel-board approach. The flannel board graphically portrays the concept that a child's green circle (i.e., his or her world of caring) will grow as he or she cares about the well-being of others. The program works to foster enhanced empathy in children.

NATIONAL INSTITUTE FOR RELATIONSHIP TRAINING, INC.

9240 Broken Timber Way
Columbia, MD 21045
Richard D. Solomon, Ph.D., President and Executive Director

This program is based on a series of handbooks: *The Handbook for the Fourth R; Relationship Skills, Volume I; Relationship Skills for Group Discussion and Process, Volume II*; and *The Student's Handbook for the Fourth R Relating*.

NEWCLEAR

NewClear
25108 Marguerite Pkwy., Suite B-250
Mission Viejo, CA 92692

Contact persons: Christi Ammons and Jerry Corradi
This program provides empowerment tools for youth.

NEW PARENTS AS TEACHERS PROJECT

Missouri State Department of Education
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3078

Funded by the Danforth Foundation, this project is based on two premises: (1) that you are likely to make the greatest difference in the academic prospects of young children if you reach them during the first three years of life; and (2) that the most inexpensive and efficient method is to work through the people who have the greatest influence on children's lives during this period—their parents.

NORTH OF MARKET SENIOR WOMEN'S ALCOHOL PROGRAM

333 Turk St.
San Francisco, CA 94102
(415) 885-2274

This program reaches out to isolated older women alcoholics, providing recreational activities and an ongoing support group to encourage treatment. The program also provides treatment for low-income women who live alone and who are without family support.

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM

Self-Esteem Seminars
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Written by Jack Canfield and Harold C. Wells and published by Prentice Hall, this is a comprehensive guide to strategies for developing the self-esteem of students within the classroom. The class-tested ideas are easy to grasp and produce an immediate and enthusiastic response from the children.

OUTWARD BOUND

The Colorado Outward Bound School
3851 Rosecrans St.
San Diego, CA 92110

This program is based on the tenets of the Colorado organization.

PARA LOS NINOS

845 E. Sixth St.
Los Angeles, CA 90021
(213) 623-8446

This program is designed for the "skid row" children of Los Angeles and offers assistance in parenting, child care, classes for teen mothers, and outreach programs.

THE PARAMOUNT PLAN, ALTERNATIVES TO GANG MEMBERSHIP

16400 Colorado Ave.
Paramount, CA 90723
(213) 531-3503, ext. 221

This program stresses disapproval of gang membership while working to eliminate the future gang membership base and to diminish gang influence.

PARENT EFFECTIVENESS TRAINING

Effectiveness Training, Inc.
531 Stevens Ave.
Solana Beach, CA 92075-2093
(619) 481-8121

This program of training for parenting was developed by Thomas Gordon. It has received positive evaluations for more than 20 years. *Parent Effectiveness Training* (the course and the book), *P.E.T. in Action* (book), *Teacher Effectiveness Training* (course and book), *Teaching Children Self-Discipline* (book), *Effectiveness Training for Women* (course and book), *Be Your Best* (book), and *Youth Effectiveness Training* (course) are available.

PARENTING STRATEGIES FOR DRUG ABUSE PREVENTION

Center for the Improvement of Child Caring
11331 Ventura Blvd., Suite 103
Studio City, CA 91604
(818) 980-0903
Contact person: Kerby Alvy

This program provides Training for Trainers (TOT) sessions on the implementation of two culturally adapted versions of parent effectiveness training for black and Hispanic families. The TOT sessions will be conducted for drug prevention practitioners working with these populations.

A PARENT UNIVERSITY DAY

Cupertino Union School District
10301 Vista Dr.
Cupertino, CA 95014-2091
(408) 252-3000
Contact person: Pat Lamson

Mentor teachers and local professionals offer a wide range of parenting courses on this once-a-year day. Local Girl Scouts offer free baby-sitting facilities on campus, and local businesses donate money for an out-of-town keynote speaker.

PEOPLE SPEAKING PROGRAMS

Robson-Harrington House
237 Crescent Rd.
San Anselmo, CA 94960
Judith O'Rourke, Executive Director
Terry Kendrick, Marketing Director

"People Speaking Training," "People Speaking Theater," and Speaker-of-the-Year Awards exemplify the kinds of programs offered. Programs which foster democratic decision making and enhance the self-esteem of women and minorities are also available.

PERSONAL DEVELOPMENT AND TRAINING WORKSHOP

Family Communication Center
1039 V St.
Fresno, CA 93721

This program promotes motivation, self-confidence, and positive attitudes toward jobs for CETA trainees.

PERSONAL GROWTH—A TEENAGER'S GUIDE

J. Weston Walch
P.O. Box 658
Portland, ME 04104-0658

This material was prepared by Paul Robbins and Roland Tanck, both practicing therapists. The guide is designed to serve as a class text for teenagers who need coping strategies. It addresses stress, vulnerability, alcohol and drugs, alienation, problem solving, and dealing with feelings.

PERSONALITY FITNESS TRAINING

Institute of Personal Intelligence
1384 Finch Ave.
Tulare, CA 93274
(209) 686-5732

Authored by John Hart and developed in Tulare School District by Rich Revheim, the curriculum is designed to enhance personality through a series of progressive exercises to develop personal intelligence, self-esteem, and stress management. The materials are appropriate for grades three through twelve.

PLEASE UNDERSTAND US

Barrington and Associates
1119 Lorne Way
Sunnyvale, CA 94087

This communication skills curriculum series includes techniques for understanding feelings, building self-esteem, solving problems, building communication skills, and developing responsible behavior. Cassette tapes, student workbooks, and teachers' manuals are available for kindergarten through grade eight. Originally designed for use in parochial schools, the series is now modified for use in public schools. A *National Self-Esteem Newsletter for Children* is also available through Barrington and Associates.

PLUS: Promoting Learning and Understanding of Self

Irvine Unified School District
Guidance Projects Office
31-B West Yale Loop
Santa Ana, CA 92714
(714) 552-4882

The materials, which are available as a Title IV-C project, were designed for grades nine through twelve to improve academic achievement, behavior, and self-concepts of students having academic and social problems. PLUS contains 82 lessons in problem solving, stress management, and social skills.

POSITIVE ACTION SELF-CONCEPT CURRICULUM

Positive Action
P.O. Box 2347
Twin Falls, ID 83303
(208) 733-1328

Authored by Carol Allred, the program includes separate materials and worksheets for each grade level from kindergarten through grade seven. The curriculum is designed to take 15–20 minutes per day throughout the year.

PRESENTATIONS PLUS

266 D Park Lake Circle
Walnut Creek, CA 94598

This organization focuses on presentation skills and is currently developing a workshop to make public speaking easier for young people.

PRISON ART PROGRAM OF THE DEPARTMENT OF CORRECTIONS

Department of Corrections
P.O. Box 942883
Sacramento, CA 94283-0001
James Rowland, Director of Corrections

A PROGRAM DESCRIPTION AND ANALYSIS OF SELF-ESTEEM PROGRAMS FOR THE JUNIOR HIGH SCHOOL

Educational and Training Services, Inc.
P.O. Box 1532
Santa Cruz, CA 95061
(408) 425-6850

Authored by Arlene Marie Kaiser-Carson, this guide addresses a system for reviewing curriculum material and training which promotes student self-esteem. The guide includes both a program description and skills analysis of junior high self-esteem programs currently available to educators.

PROJECT FOCUS: IT'S UP TO ME

Focus Center for Education and Development
14547 Titus St., Suite 110
Panorama City, CA 91402
(818) 989-4175

Designed for grades four through six, this program uses games and exercises in decision making, values, and self-concept. Each session can be implemented in approximately 45 minutes, and the program is designed to be taught sequentially.

PROJECT OPPORTUNITY

Mother Lode Women's Center
P.O. Box 633
Sonora, CA 95370
(209) 532-4746

This prevention program builds self-esteem in women during stressful life events.

PROJECT R-3: A California Demonstration Program in Math

Herbert Hoover Middle School
1635 Park Ave.
San Jose, CA 95126
Pauline E. Perazzo, Director

PROJECT SELF-ESTEEM

Orange County Department of Education
P.O. Box 9050
Costa Mesa, CA 92628

This project to prevent substance abuse is designed for the elementary school setting. Contact Sally Warrick, Manager of Project PAL/Substance Abuse Prevention Program, for details.

PROJECT SELF-ESTEEM

Peggy Bielen
P.O. Box 16001
Newport Beach, CA 92659
(714) 756-2226

This unique program trains teachers or parent volunteers to teach lessons for building self-assurance and increasing the choice-making potential of students. It is designed as nine 40-minute lessons.

PROJECT SELF-RELIANCE

Dayle McIntosh Independent Living Center
150 W. Cerritos, Bldg. 4
Anaheim, CA 92805
(714) 772-8285

The focus is on increasing the self-esteem of the disabled population through the provision of assertiveness and rights training. The clients' increased sense of their ability to control the direction of their own lives builds a foundation for future achievements.

PSYCHOLOGY FOR KIDS
6718 E. Bay Dr.
Noah Bend, OR 97459

Contact J. Kincher for details regarding this psychology course for grades four through six.

PUMSEY—IN SEARCH OF EXCELLENCE

Timberline Press
P.O. Box 70071
Eugene, OR 97401
(503) 345-1771

Written by Jill Anderson for kindergarten through grade three, this program is based on a cognitive approach to self-esteem. The eight-week program includes activities, a songbook, a storybook, and transparencies to teach positive thinking skills.

QUALITY EDUCATION PROJECT

QEP
2111 Turk St.
San Francisco, CA 94115
(415) 921-8673

This program fosters a strong link between parents and schools. School administrators and teachers are trained to generate at-home support, which reinforces classroom instruction. These liaison personnel encourage parents to support reading as a family activity. Business, medical, and religious communities are also involved in support of the local schools.

QUEST: SKILLS FOR ADOLESCENCE

Quest National Center
6655 Sharon Woods Blvd.
Columbus, OH 43229
(614) 882-6400

This curriculum is a sequential 18-week program for grades six, seven, and eight. The emphasis is on the acquisition of life skills that prevent drug and substance abuse.

QUEST: SKILLS FOR ADOLESCENTS

Office of Drug Prevention
Attn.: Andrea Snyder
645 South Bascom
San Jose, CA 95128
(408) 299-6002

Sponsored by the Lions Club for junior high age, the program is designed to help students deal with change and personal decision making and reduce drug and alcohol abuse. The units include thinking, feeling, making appropriate decisions, communicating, and taking actions. This approach provides a curriculum guide for an 18-week course.

QUEST: SKILLS FOR LIVING

Quest National Center
6655 Sharon Woods Blvd.
Columbus, OH 43229

This program targets grades nine through twelve. Parenting, family relationships, dating and marriage, money and budgeting, and self-esteem are presented in the curriculum. This organization also developed the "Skills for Adolescence" program, which is described above.

REAL FRIENDS: BECOMING THE FRIEND YOU'D LIKE TO HAVE

Consulting Psychologists Press
577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444

This handbook for young people, which was written by Barbara B. Varenhorst, offers practical advice for learning the skills of reaching out, talking, listening, and caring for

others. The book offers suggestions for basic social abilities to help build self-esteem and suggests practical coping strategies to deal with loneliness and depression.

REDWOOD PROGRAM

Redwood City High School
1968 Old Country Rd.
Redwood City, CA 94063
(415) 369-1411

This is a continuation public school program for potential dropout students. Rather than emphasize rules and regulations, the program prioritizes students' needs. There are 180 students, sixteen through eighteen years of age, who attend school for half a day. Career/life planning is the major orientation for students and their parents. Goal-setting strategies—in written form—is a major focus. Career testing and follow-up counseling are structured around the individual. Close contact with staff encourages self-esteem. The School-Aged Mothers Program is also available and encourages young mothers to continue their education and seek career guidance. The Therapeutic Day School Program targets students with special education needs.

REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS

1 Rollins Road
Millbrae, CA 94030
(415) 593-4134

This is a state-funded public education program based on a career and vocational development model. Courses in business, health, service, trade, and technical skills offer a practical application that fosters short-term, achievable goals. After completing a six- to eight-week course, students attend job-finding workshops. R.O.C./P. builds self-confidence and self-esteem—the necessities for a smooth transition to the work force.

RESPONSIBILITY SKILLS

Thomas Jefferson Center
202 South Lake Ave., Suite 240
Pasadena, CA 91101
(818) 792-8130

This program incorporates weekly lessons, 15–20 minutes per week; classroom posters featuring monthly themes; and a teacher audio-orientation tape. These materials are meant to be infused in the regular curriculum.

RESPONSIBILITY: THE MOST BASIC R

Siccone Foundation
2335 Laguna St.
San Francisco, CA 94115

Written by Frank Siccone, this curriculum can be used at any grade level to promote student success and self-esteem by building a responsible learning environment. Sections include Introduction to Responsibility, Expectations, Purpose, Goals, Operating Instructions, Commitment, and Coaching.

SAN DIEGO ADOLESCENT PREGNANCY AND PARENTING

2716 Marcy Ave.
San Diego, CA 92113
(619) 544-1937

SANDAPP provides the following case management services to teens: home visits, advocacy with community agencies, and facilitation of groups. Self-esteem is fostered through the individual attention and concern of the case manager. The group activities encourage teens to participate in discussions and to plan and implement activities. Through the experience of being a "teen parent," each participant learns problem-solving and decision-making skills.

SANE (Substance Abuse Narcotics Education)

11515 S. Colima Road
Whittier, CA 90604
(213) 946-SANE

This is a partnership program between the Los Angeles County Sheriff's Department and 48 school districts. The focus is on teaching fourth, fifth, and sixth graders decision-making, coping, and self-esteem skills in order to foster the sense of self-worth that undermines the need for drugs.

SCHOOL CLIMATE SUPER PACK

Thomas Jefferson Center
202 South Lake Ave., Suite 240
Pasadena, CA 91101
(818) 792-8130

The Elementary Super Pack contains a principal's handbook with parent newsletters in English and Spanish, 20 classroom bulletin board sets, 100 S.T.A.R. pencils, the *How to Be a Successful Parent* audiotape, and the video *Self-Esteem: Building a Strong Foundation for Your Child.* An audio-orientation training tape is also included.

SECRETS OF SELF-ESTEEM: With a 30-day Program for Self-Esteem Development

N.O.V.A. Corp.
P.O. Box 2527
Canoga Park, CA 91306
(818) 884-0910

Written by Shirley J. Mangini, this book describes self-esteem and focuses on high self-esteem parenting. The author describes "self-esteem killers," such as manipulation and passive-aggressiveness, stress and distress, and the impact of loss, mourning, and grieving. She discusses the "self-esteem builders," such as knowing one's own values, dropping defenses and finding feelings, and becoming independent. She includes a 30-day program for enhancing self-esteem with a series of written exercises.

SEEDS OF GREATNESS

Resources for Excellence
322 Rutledge
San Francisco, CA 94110

These materials are based on Denis Waitley's books and tapes. Included are topics of self-esteem, self-determination, self-discipline, optimism, and role models. The materials are geared toward the elementary level.

SELF-ESTEEM: A CLASSROOM AFFAIR, VOLUME 1

Educational and Training Services, Inc.
P.O. Box 1532
Santa Cruz, CA 95061
(408) 425-6850

Authored by Michele and Craig Borba, this approach outlines 101 ways to help children feel good about themselves and their unique talents. Many art projects are included. Teachers are given ideas for scrapbooks on feelings, for awards, and for bulletin boards. Reproducible patterns for puppets are included to use in role playing.

SELF-ESTEEM: A CLASSROOM AFFAIR, VOLUME 2

Educational and Training Services, Inc.
P.O. Box 1532
Santa Cruz, CA 95061
408) 425-6850

Authored by Michele and Craig Borba, this book offers a wealth of innovative ideas for increasing self-image based on the format of Volume 1. Designed for children between the ages of five and ten, the activities help children in this age group develop social skills, such as making and keeping friends and seeing the world from other perspectives. Group skills, such as handling disagreements, brainstorming, and role playing, are also included. There are over 50 reproducible worksheets, contracts, greetings, awards, and certificates that reduce teacher-preparation time.

SELF-ESTEEM: A FAMILY AFFAIR

Winston Press, Inc.
430 Oak Grove
Minneapolis, MN 55403

Written by Jean Illsley Clarke, this program is designed for parents, teachers, grandparents, or foster parents. It is a framework for eight group meetings, each of which promotes the growth of self-esteem for all family members. The focus is on specific messages that encourage self-esteem and affirmations for children. The meetings conclude with suggestions for ongoing support groups. The format is a total organizer for the group facilitator.

SELF-ESTEEM BUILDERS

2030 S.E. 75th Ave.
Portland, OR 97215
Kerry Walls, Representative

A self-esteem coloring poster is available on request.

SELF-ESTEEM CURRICULUM RESOURCES

Center for the Study of Self-Esteem
P.O. Box 1532
Santa Cruz, CA 95061

Authored by Robert Reasoner, Superintendent of the Moreland School District in Santa Clara, California, this listing is available for $3.

SELF-ESTEEM IN THE CLASSROOM: A CURRICULUM GUIDE

Self-Esteem Seminars
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222

Developed by Jack Canfield, Marie Reese, Ellen Fleischmann, Michael Hesse, Georgia Noble, Ron Rowland, and Sandie Limina, this is a curriculum guide containing over 200 classroom-tested activities, most of which can be used at any grade level. This program is divided into nine sections, which include Building an Environment of Positive Support, The Power of Our Thoughts, The Power of Imagination, The Power of Acknowledgment, Accepting My Body, Self-Awareness, Learning to Handle My Feelings, and The Elementary Curriculum. The program is being used by over 5,000 teachers in all 50 states.

SELF-ESTEEM PROGRAMS FOR THE JUNIOR HIGH SCHOOL

Santa Clara County Office of Education
100 Skyport Dr.
San Jose, CA 95115
Thomas Goodman, Superintendent

SELF-ESTEEM/SELF-CONCEPT ACTIVITIES

Santa Clara Unified School District
Children's Centers
Jose A. Lopez, Administrator
P.O. Box 397
Santa Clara, CA 95052

SELF-PROGRAMMED CONTROL CENTER

11949 Jefferson Blvd., Suite 105
Culver City, CA 90230
Alfred A. Barrios, Ph.D, Director

This program, which focuses on stress control, is based on the book, *Towards Greater Freedom and Happiness*. In addition an audiotape related to stress control is included in the program.

SELF-SCIENCE: THE SUBJECT IS ME

Karen Stone
Nueva Day Center
6565 Skyline Blvd.
Hillsborough, CA 94010
(415) 348-2272

This self-science curriculum equips children with affective and cognitive skills to use in small group laboratory

situations. The program, which is designed to build self-understanding, has a total of 64 lessons.

SELF-TALK

The Avalon Corporation
8340 E. Raintree Dr., Suite B2
Scottsdale, AZ 85260
Contact person: Julia L. Hayes

This is a self-esteem program based on the book, *What to Say When You Talk to Your Self*, and the cassette series, "Believing in Incredible You," by Shad Helmstetter.

SENIOR TUTORS FOR YOUTH IN DETENTION

1301 Solano Ave.
Albany, CA 94706
(415) 528-8005

Boys housed in San Francisco's Youth Guidance Center are tutored weekly by retirees from the Rossmoor retirement community in Walnut Creek.

THE SEVEN SECRETS TO BUILDING SELF-ESTEEM

Adult and Family Relations
Tamar Jacobs, M.A.
1005 Olmo Court
San Jose, CA 95129

SHARING MY FEELINGS

M.A.D.D.
19040 Vanowen St.
Reseda, CA 91335

This kindergarten through grade six elementary education program includes a booklet, tape, and videocassette. Contact Barbara Bloomberg, Director of Youth Education Program, for more information.

SITUP: Student Involvement Through United Planning

Sycamore Canyon School
Santee School District
10201 Settle Road
Santee, CA 92071

Available as a Title IV-C project, these materials are appropriate for junior high school students to strengthen the ability to think, make decisions, and communicate with peers and adults. The project requires that the staff adopt an advisory program.

SMILE, YOU'RE WORTH IT

Me and My Inner Self, Inc.
P.O. Box 1396
La Canada, CA 91011
(213) 316-1929

Authored by Margo Kluth and Dorothy McCarthy, this program focuses on self-esteem, goal setting, and ten concepts. Two one-hour sessions a week are devoted to each concept. Stories of well-known individuals illustrate each concept. The teacher's manual is well prepared, and the program is designed for middle and upper grade students.

SOCIAL AND PUBLIC ARTS RESOURCE CENTER

685 Venice Blvd.
Venice, CA 90291
(213) 822-9560

This program utilizes visual arts and outdoor murals for the education and affirmation of youth.

SONGS FOR SELF-ESTEEM

Educational and Training Services, Inc.
P.O. Box 1532
Santa Cruz, CA 95061
(408) 426-6850

This songbook and cassette tape contains nine songs by Minnie O'Leary. Each song focuses on a seed or contributor to positive self-esteem. The result is music which is enjoyable and meaningful to all age levels. The songbook includes music for voice and guitar. The cassette tape is ideal for sing-along in conjunction with the book *Nourishing the Seeds of Self-Esteem*.

SPECIAL FRIENDS

Sanger Unified School District
1905 Seventh St.
Sanger, CA 93657
Contact person: Steven R. Carlson, M.S.

This program facilitates detection and early intervention in relation to school adjustment problems.

STAGES: Education for Families in Transition

Irvine Unified School District
Guidance Projects Office
31-B West Yale Loop
Irvine, CA 92714
(714) 552-4882

This program is available as a Title IV-C project for kindergarten through grade eight. It addresses problems children experience with divorce and family changes and is based on the five stages developed by Elizabeth Kubler-Ross. Workbooks, tapes, task cards, and handbooks for parents are included. Stages II for grades seven through twelve is also available.

STAND DOWN

San Diego South Bay
EDD Job Service
1460 Industrial Blvd.
Chula Vista, CA 92011-3990
(619) 424-2002
Kay Riley, Manager

This is a grass roots activity which provides homeless unemployed veterans with basic human services (clothing, food, shelter), career counseling, and psychological counseling. Testimonials attest to Stand Down's impact on self-esteem and personal well-being.

STAR: Social Thinking and Reasoning

Irvine Unified School District
Guidance Projects
31-B West Yale Loop
Irvine, CA 92714
(714) 552-4882

This program is available as a Title IV-C project for grades six through eight. It teaches critical social skills, helps children build positive self-concepts, and includes a drug prevention program. The package consists of 50 lessons with handbooks and cassette tapes.

STITCH IN TIME PROGRAM

La Cresta Foundation
251 Panorama Dr.
Bakersfield, CA 93305
(805) 323-0055

This is a nonprofit corporation which offers a wide range of programs specifically designed to lend a hand at the earliest possible moment to stressed families with young children between the ages of birth and five years.

STOP GAP THEATER

P.O. Box 494
Laguna Beach, CA 92652
(714) 722-7727

This is a program aimed at enhancing the self-esteem of people in all six of the Task Force's "at risk" categories.

STRATEGIES OF SUCCESS (SOS) Seminars

904 Silver Spur Road, Suite 228
Rolling Hills Estates, CA 90274
Patricia Roper, Director

Self-esteem seminars for welfare dependents are available (sponsored by Xerox Corporation). Two of the programs are "Adopt-A-Mentor" and "Network Anchors."

STUDENT ASSEMBLIES (Presenters who focus on self-esteem)

John Alston
3621 3rd Ave.
Los Angeles, CA 90018
(213) 734-6655

Jack Canfield
Self-Esteem Seminars
17156 Palisades Circle
Pacific Palisades, CA 90272
(213) 454-1665

Dan Clark
P.O. Box 8689
Salt Lake City, UT 84108
(801) 532-5755

Jim Tuman
7051 Army
Detroit, MI 48201
(313) 893-5437

STUDENT INTERNSHIPS FOR WORK WITH HIGH SCHOOL STUDENTS

400 Golden Shore Blvd.
Long Beach, CA 90802
(213) 590-5547
Contact person: Stephanie McGraw

California State University students serve as mentors and role models in high schools having Hispanic and black enrollments of 60 percent or higher.

TAKE CHARGE OF YOUR LIFE

Heartlight
179 F Camino de Vida
Santa Barbara, CA 90277

This packet includes 15 basic lessons for junior/senior high school students. The materials include the teacher's manual, filmstrips in cartoon form, and audiotapes.

TAKING ACTIVE CHARGE OF YOUR LIFE

The Barksdale Foundation
P.O. Box 187
Idyllwild, CA 92349-0187

Authored by Ed Harmon and Marge Jarmin, this is an innovative program designed to help teens and preteens. Letting go of "victimitis," resisting peer pressure, feeling good without drugs and alcohol, cooperating with authority figures, developing long-range goals, and working in one's own best interest are the major themes of this five-session program. Teens attest that it facilitates communication and the acceptance of personal responsibility.

TEEN OUTREACH

Association of Junior Leagues
660 First Ave.
New York, NY 10016
(212) 683-1515
Contact person: Nancy Hoggson

Created by the Association of Junior Leagues, this is a school-based program for adolescents, designed to prevent early pregnancy and to encourage regular progression in school.

3HO SUPERHEALTH

1050 N. Cherry
Tucson, AZ 85719
(602) 327-1734

This is a comprehensive approach to treatment (alcohol and chemical dependency, codependency, stress management, smoking cessation, weight loss, fitness) through physical vitality, mental stability, and spiritual health.

TOWARD AFFECTIVE DEVELOPMENT

American Guidance Service
Publishers Building
Woodland Road
Circle Pines, MN 55014

Aimed at grades three through six, this curriculum focuses on real-life experiences, feelings, interests, aspirations, and conflicts. Students participate through group discussions.

TRIAD EDUCATION CONSULTANTS

Elk Grove Unified School District
8820 Elk Grove Blvd.
Elk Grove, CA 95624
Contact person: David C. Morse

The three essentials of ethical education are dependence, interdependence, and independence. These essentials build the foundation for the ethical learning of knowledge, character development, self-worth enhancement, interpersonal communication, creativity, and the values of democracy.

TRIBES: A PROCESS FOR SOCIAL DEVELOPMENT AND COOPERATIVE LEARNING

Center for Human Development
3702 Mt. Diablo Blvd.
Lafayette, CA 94549
(415) 937-1075

This program was designed by Jeanne Gibbs to enhance communication and interrelationships between students and their peers and between children and adults. The program includes extensive training and is appropriate for elementary, junior high, or high school.

TRIPLE CROWN YOUTH COALITION

103 1/2 S. Meadowbrook Dr.
San Diego, CA 92114
(619) 267-0777

This work program for gang members is funded by the city of San Diego; the program stresses self-esteem and the value of good work habits.

TULE RIVER INDIAN HEALTH PROGRAM

P.O. Box 589
Porterville, CA 93258
(209) 781-4271

This is a Tulare County project which targets American Indian women and adolescents and provides peer support and alcohol education and training. Program participants become permanent, knowledgeable, voluntary support members within families and form a network of peers throughout the Indian community.

TWELVE STEP PROGRAMS

(See your local telephone directory for listings under AA, ACA, Al-Anon, etc.)

This is a self-help movement which exemplifies four criteria for establishing an esteeming environment: a sense of belonging, of significance, of likeability, and an acknowledgment of hard work.

UNLOCKING YOUR POTENTIAL

Edge Learning Institute
1224 N.E. 4th
Bend, OR 97701

This self-development program, authored by Bob Mowad, is a series of motivational videotapes that target junior and senior high school students.

VALLEY INSTITUTE OF THEATER ARTS

P.O. Box 999
Saratoga, CA 95071
Contact person: Nancy Bennett, Development Assistant

The institute offers an educational program entitled Be a Perfect Person in Just Three Days.

VENTURA COUNTY PRIMARY PREVENTION PROGRAM

Ventura County Office of Education
570 Airport Way
Camarillo, CA 93010
(805) 388-4409

Compiled by Jean Varden and Diana Rigby, this is an analysis and comparison of 36 curricula which focus on the development of self-esteem and personal and social skills. It is available on request by writing to Jean Varden at the above address.

VENTURA DEMONSTRATION PROJECT

Ventura County Mental Health
300 Hillmont Ave.
Ventura, CA 93003
(805) 652-6737
Contact person: Randall Feldman

The focus in this project is on the seriously emotionally disturbed (SED) youth, with an emphasis on community-based treatment and family unity. Results include a reduced rate of recidivism of juvenile offenders by 56 percent and significant gains in attendance and academic performance of the SED special education pupils treated in the day treatment program.

VITAEROBICS

4403 Manchester, #107
Encinitas, CA 92024
John J. Borer, Chairman of the Board
Patricia Ormsby Borer, President

This program addresses substance abuse, cardiovascular disease, and obesity. Program booklets are available on request.

VOICES

Deuel Vocational Institution
P.O. Box 400
Tracy, CA 95376
(209) 466-8055

This is a six-week inmate educational program and parole-based support/monitoring program. It is directed toward reducing violent responses to stress situations.

WINNING GENERATION

Advanced Learning, Inc.
5343 Beaver Ridge Circle
Cedar Ridge, IA 50613

This curriculum for adolescents is based on Denis Waitley's concepts of how to be a winner. It includes units related to self-esteem, role models, self-determination, self-discipline, and optimism. The program includes five 20-minute videotaped lectures by Denis Waitley, student workbooks, and an Access Learning System and audiocassette album with accelerated learning techniques.

WHY CAN'T ANYONE HEAR ME?

Monroe Press
16107 Gledhill St.
Sepulveda, CA 91343

Prepared as a workbook for dealing with teenage issues, it includes *A Guide to Adolescent Enrichment for the Teacher*. Topics include effects of self-esteem, dealing with reality, adjusting to change, escape, relating to the opposite sex, parent relations, and peer pressure.

YES

Community Health Alliance for Tuolumne County
P.O. Box 4255
Sonora, CA 95370

This is a program designed to reduce teenage substance abuse, pregnancy, and suicide. Contact Susan Maurer, Representative, for details.

YOU AND YOUR DECISIONS

Department of Education
San Diego County
6401 Linda Vista Road
San Diego, CA 92111

Available as a Title IV-C project for grades six through eight to strengthen values and independent decision making, the program is self-administered through the use of task cards and workbooks.

YOU CAN MOTIVATE THE UNEMPLOYED

Curtis & Associates, Inc.
Employment Communication Consultants
St. James Square, Suite C-2
Box 206
Kearney, NE 68848

YOUNG PARENTS PROJECT

Nevada Joint Union High School District
Ridge Road
Grass Valley, CA 95945
(916) 272-2632

This is an adolescent family life program of the Nevada Joint Union High School District that combines a diploma program with vocational guidance, counseling, and child care for parenting teens.

THE YOUNG WINNERS

416 Alida Way, #116
South San Francisco, CA 94080

Elfido J. Salazar is the creator/designer of this program and can be contacted for further details.

YOU'RE SOUPER THE WAY YOU ARE

Golin/Harris Communications, Inc.
500 N. Michigan Ave.
Chicago, IL 60611
Sue Gengler, Senior Account Executive

This is a school-based self-esteem program developed by Campbell Soup Co.

YOU'VE GOT TO BE KID-DING!

American Training Center
2300 Central Ave., Suite C
Boulder, CO 80301

This package includes two programs: "The Elementary Years" and "A Look at Adolescents." This is a multimedia training program for staff and/or parents, with videotaped remarks by several authorities in different fields. This program focuses on communication, decision making, problem solving, responsible behavior, and confidence and courage.

Appendix D

Books, Periodicals, Dissertations, Audiotapes, and Videotapes

The Task Force especially encourages the reading of *The Social Importance of Self-Esteem* (published by The University of California Press, Berkeley, 1989, it can be ordered by calling 1-800-822-6657). Described in detail in this section, this book is an excellent resource on the latest scholarly research on the subject of self-esteem. It is a seminal work because it is a compilation of the leading research concerning the relationship between healthy self-esteem, personal and social responsibility, and the following social problems: crime and violence, alcoholism and drug abuse, welfare dependency, children failing to learn in school, teenage pregnancy, and child and spousal abuse.

Since it did not have the time to examine in detail all of the other materials included in this appendix, the Task Force does not necessarily endorse the items listed. The descriptions are intended to assist readers in selecting material that will be most helpful to them.

BOOKS

(Note: See Appendix G for the addresses and telephone numbers of publishers cited in this section.)

Achievement, Happiness, Popularity and Success: Getting What You Want from Life—A Book for Young Adults, by Bettie Youngs and Brian Tracy. Solana Beach, Calif.: The Phoenix Educational Foundation, 1988.

The authors show their young adult readers how they can participate in shaping the direction of their lives. The authors focus on building positive self-images and raising self-esteem, with specific techniques and guidelines focused on the needs of teenagers.

Actualizations: You Don't Have to Rehearse to Be Yourself, by Stewart Emery. Edited by Neal Rogin. New York: Irvington Publications, 1980.

Adolescence and Self-Esteem, by Patricia Wellingham-Jones. Tehama, Calif.: Patricia Wellingham-Jones, 1984.

Adolescent Drug and Alcohol Abuse Handbook: For Parents and Professionals, by Deborah L. Sherouse. Springfield, Ill.: Charles C. Thomas, Pub., 1986.

This book informs parents, teachers, and counselors about drug abuse. A veteran drug abuse counselor, the author identifies the problem and how to determine its causes and solutions. A number of chapters are devoted specifically to parents. The focus is on developing family relationships and communication, identifying the signs and symptoms of drug abuse, and working with the involved child.

The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write, by Anne Eberle and Sandra Robinson. Washington, D.C.: National Institute of Education, U.S. Dept. of Education, 1980.

The Antecedents of Self-Esteem (Second edition), by Stanley Coopersmith. Palo Alto, Calif.: Consulting Psychologists Press, Inc., 1981.

This is a classic study of the role of self-esteem in personality development and educational performance. It was this body of research that led to the author's construction of the *Self-Esteem Inventories*.

The Art of Nurturing, by E.E. White. Capitola, Calif.: Whitenwife Publications, 1977.

This book is based on the idea that the most important job in the world is that of nurturing the growth of other human beings. The quality of society's future depends upon the quality of the relationships and discipline experienced by children. This book can be used individually or with groups. It addresses self-esteem, relationships and discipline options for behavior and misbehavior, and the exploration of personal growth.

As a Man Thinketh, by James Allen. New York: Putnam Publishing Group, 1959; Bountiful, Utah: MindArt Publishing Co., 1989.

Black and White Self-Esteem: The Urban School Child, by M. Rosenberg and R.G. Simmons. Washington, D.C.: The American Sociological Association, 1973.

The Bottom Line: Basic Skills in the Workplace. Washington, D.C.: U.S. Dept. of Education, U.S. Dept. of Labor, 1988.

Breaking Free, by Nathaniel Branden. New York: Bantam Books, Inc., 1972.

This is the second of three books that focus on the role of self-esteem in human life. It is a collection of brief case studies dealing with the childhood origins of negative self-concepts.

Building Self-Esteem, by Lilburn S. Barksdale. Idyllwild, Calif.: The Barksdale Foundation, 1989.

This classic in the field of self-esteem discusses the symptoms and sources of self-rejection and provides a complete three-step program for achieving sound self-esteem.

Building Self-Esteem in Children, by Patricia Berne and Lou Savary. New York: Crossroad Publishing Co., 1985.

This book for parents and teachers outlines suggestions for developing self-esteem and is based on 50 practical principles related to self-esteem. Each principle is illustrated by examples from the authors' experience. The authors are practicing therapists. Patricia Berne has served as a nursery and elementary teacher as well as a counselor in high school and college.

The C Zone: Peak Performance Under Pressure, by Robert Kriegel and Marilyn H. Kriegel. New York: Fawcett Book Group, 1985.

Caring, Feeling, Touching, by Sidney Simon. Valencia, Calif.: Tabor Publishing, 1976.

Celebrate Yourself: Enhancing Your Own Self-Esteem, by Dorothy C. Briggs. New York: Doubleday & Co., Inc., 1986.

This book uniquely blends the significant contributions from all of the major schools of psychological thought to offer a practical guide for building a positive self-image.

The Centering Book: Awareness Activities for Children, Parents, and Teachers, by C. Gaylord Hendricks and Russel Wills. Englewood Cliffs, N.J.: Prentice Hall, 1975.

The Child and His Image: Self Concept in the Early Years. Edited by Kaoru Yamamoto. Boston: Houghton Mifflin Company, 1972.

Child Development: The Emerging Self, by Don C. Dinkmeyer. Englewood Cliffs, N.J.: Prentice Hall, 1965.

This is a classic overview of the field of child development and is accompanied by references to authors who have contributed to the many aspects of child development. The chapter that addresses self-concept focuses on the family's role in helping the child develop a sense of self-worth. The chapter that examines the adequate self versus the inadequate self is based on Adlerian principles. This is an excellent book for linking self-concept to each stage of child development.

Closing the Gap: The Burden of Unnecessary Illness. Edited by Robert W. Amler and H. Bruce Dull. New York: Oxford University Press, 1987.

Cognitive Behavioral Therapy for Impulsive Children, by Philip C. Kendall and Lauren Braswell. New York: Guilford Press, 1984.

This volume provides a set of guidelines for working with impulsive, hyperactive, and aggressive children. The authors present a program of concrete strategies to help children learn to stop and think before acting. The program encourages the development of an internal control rather than a reliance on external rewards. The strategies presented are useful to mental health professionals as well as educators.

Conceiving the Self, by Morris Rosenberg. Melbourne, Fla.: Robert E. Krieger Publishing Co., Inc., 1979; reprint 1986.

The Concept of Self, by K.J. Gergen. New York: Irvington Publishers, 1983.

Conditions of Children in California, by Richard P. Barth and others. Berkeley, Calif.: Policy Analysis for California Education, School of Education, University of California, 1989.

This is the first edition of a periodic analysis of the conditions of children in California. Some of the targeted areas are family life, economic status, child care, education, physical and mental health, child abuse and child welfare services, policies for children with multiple needs, and state policy-making for children.

Control Theory, by William Glasser. New York: Harper & Row Pubs., Inc., 1985.

Coping with Life Crises: An Integrated Approach. Edited by Rudolf Moos. New York: Plenum Publishing Corp., 1986.

This book presents important insights into how people cope with major life crises and transitions. It addresses the critical junctures in life during which individuals and their families are especially stressed and vulnerable. The book also shows how healthy individuals cope with major life changes.

A Course in Miracles. Tiburon, Calif.: The Foundation for Inner Peace, 1985.

Creative Visualization, by Shakti Gawain. New York: Bantam Books, Inc., 1982.

Developing Positive Student Self-Concept (Second edition), by David I. Silvernail. Washington, D.C.: National Education Association, 1985.

This book reviews research to help educators increase their understanding of self-concept development and to identify effective strategies for developing positive student self-concepts.

Developing Self-Esteem, by Connie Palladino. Edited by Michael G. Crisp. Los Altos, Calif.: Crisp Publications, Inc., 1989.

This book increases one's self-esteem through self-examination exercises, with a focus on career tools and exercises. It also integrates the concepts of self-esteem with life development and self-development principles. This practical and realistic workbook is designed to inspire you to try new techniques and ideas. An in-depth approach on "How to Believe in Yourself" and "Make What You Want Happen" are included.

Deviant Behavior in Defense of Self, by Howard B. Kaplan. San Diego: Academic Press, Inc., 1980.

The Dictionary of Unsanity: A Handy Guide to the Craziness of Everyday Life, by Mitchell H. Messer. Chicago: The Anger Clinic, 1985.

This "dictionary" leads the reader through references and cross-references to an increasing understanding of self-respect and the ways readers look at the world, relationships, and themselves.

The Different Drum: Community Making and Peace, by M. Scott Peck. New York: Simon & Schuster, Inc., 1988.

This book focuses on the experience of true community as a unique way of communicating, of sharing our deepest thoughts and feelings without fear or guilt. Writing with the insight and immediacy of his pioneering work in creating communities in every part of the country, Dr. Peck describes the exhilarating process by which we join together, whatever our cultural backgrounds and religious beliefs, overcome our prejudices, transcend our differences, and learn to accept and love ourselves and each other.

The Dynamic Laws of Prosperity: Forces That Bring Riches to You (Revised edition), by Catherine Ponder. Marina del Rey, Calif.: DeVorss & Co., 1985.

Embracing Life: Growing Through Love and Loss, by Dorothy C. Briggs. New York: Doubleday & Co., Inc., 1985.

This book deals with complex issues, such as coping with the loss of a friend, spouse, or child and developing personal growth.

Encounters with the Self (Third edition), by Don E. Hamachek. Fort Worth, Tex.: Holt, Rinehart and Winston, Inc., 1987.

The Encouragement Book: Becoming a Positive Person, by Don Dinkmeyer and Lewis E. Losoncy. Englewood Cliffs, N.J.: Prentice Hall, 1980.

Enhancing Self-Concept in Early Childhood: Theory and Practice, by Shirley C. Samuels. New York: Human Sciences Press, Inc., 1977.

This book defines each of the dimensions of the self-concept (body self, social self, cognitive self, and self-esteem) and discusses the predominant self-concept theories. The empirical literature on self-concept and the self-fulfilling prophecy is summarized and evaluated. Methods for improving a child's self-concept are presented.

Enhancing Self-Esteem, by Diane Frey and Jesse C. Carlock. Muncie, Ind.: Accelerated Development, Inc., 1984.

This book takes the theory of self-esteem and translates it into practice. It includes many activities and techniques that can be used with people of various ages.

Equal Time: Maintaining a Balance in Today's Intimate Relationships, by Genevieve G. Marcus and Robert L. Smith. Hollywood, Fla.: Frederick Fell Publishers, Inc., 1982.

Essays on Self-Esteem, by Lilburn S. Barksdale. Idyllwild, Calif.: The Barksdale Foundation, 1977.

This collection of stimulating short works, such as "Will, Free Will and Responsibility," "It Takes Two to Tangle," and "The Central Reality of My Existence," was written by the author as he was developing his programs for building self-esteem.

Esteem Builders: A Self-Esteem Curriculum for Improving Student Achievement, Behavior and School-Home Climate, by Michele Borba. Edited by Birah Taylor-McMillan. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

This book is packed with classroom-proven techniques, activities, and ideas that can be applied to the home situation.

Experience High Self-Esteem, by Nathaniel Branden. New York: Simon & Schuster, Inc., 1988.

This book is one of a series focusing on the many aspects of self-esteem. The author explores the self and relationships and provides specific steps to take to nurture self-esteem.

Exploring Feelings, by Susan B. Neuman and Renee Panoff. Atlanta, Ga.: Humanics, Ltd., 1983.

This is an activity book to help young children develop self-confidence, independence, and creative freedom.

Feeling Good About Me, by Kenneth Morrison and Marcia Thompson. Edited by Don L. Sorenson. Minneapolis, Minn.: Educational Media Corp., 1980.

From Two to Three Years Old—Social Competence, by Marilyn Segal and Don Adcock. Edited by Susan Talpins. Rolling Hills Estates, Calif.: Jalmar Press, 1979.

This book shows important ways in which children define their identities. They learn by playing, exploring the world, mastering the art of communication, and developing their senses of imagination and humor.

Get What You Want: How You Can Be What You Want and Make Your Life What You Want, by Patricia Fripp. New York: Kampmann & Co., Inc., 1982.

Glad to Be Me: Building Self-Esteem in Yourself and Others (Revised, expanded edition). Edited by Dov Peretz Elkins. Beachwood, Ohio: Growth Associates, 1989.

Good Morning Class I Love You! Thoughts and Questions About Teaching from the Heart, by Esther E. Wright. Edited by Bradley L. Winch. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

This book helps create the possibility of having schools become places where students, teachers, and principals get what every human being wants and needs—love!

A Guide to Personal Happiness, by Albert Ellis and Irving Becker. North Hollywood, Calif.: Wilshire Book Co., 1982.

The premise of this book is that each of us is a worthwhile human being. If we hold irrational beliefs that attack our sense of self-worth, we must learn to counterattack to change those false beliefs.

He Hit Me Back First! Creative Visualization Activities for Parenting and Teaching—Self-Esteem Through Self-Discipline, by Eva D. Fugitt. Rolling Hills Estates, Calif.: Jalmar Press, 1982.

This book provides simple techniques for guiding children toward self-correcting behavior as they become aware of choice and their own inner authority.

The Healing Web: Social Networks and Human Survival, by Marc Pilisuk and Susan H. Parks. Hanover, N.H.: University Press of New England, 1986.

Helping Children Cope With Stress, by Avis Brenner. Lexington, Mass.: Lexington Books, 1984.

This book tells teachers, social workers, mental health professionals, and parents what can be done to help children cope. It describes the many stresses affecting children from infancy to puberty and identifies coping patterns. The author points out the sources of stress in two-parent, one-parent, and multiparent families. One section offers practical suggestions for teaching children how to make friends.

Hide or Seek: How to Build Self-Esteem in Your Child, by James Dobson. Old Tappan, N.J.: Fleming H. Revell Co., 1974.

Honoring the Self: The Psychology of Confidence and Respect, by Nathaniel Branden. New York: Bantam Books, Inc., 1985.

This resource focuses on the many aspects of self-esteem. Mr. Branden explores the self and relationships and provides specific steps to take in order to nurture self-esteem. A tape is available to go with the book.

Hoots & Toots & Hairy Brutes, Vol.2: The Continuing Adventures of Squib (Second edition), by Larry Shles. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

This book describes how Squib—who can only toot—sets out to learn how to give a mighty hoot. His attempts result in abject failure. All readers who have struggled with life's limitations will recognize their own struggles and triumphs in the microcosm of Squib's forest world. This is a parable for all ages from eight to eighty years.

How Can I Help? Stories and Reflections on Service, by Ram Dass. Edited by Toinette Lippe. New York: Alfred A. Knopf, Inc., 1985.

This is an inspirational book as well as a practical helper's companion for those who work as members of the helping professions, community activists, or simply friends and family trying to meet one another's needs. The book offers insights into the human condition and the crucial importance of compassion.

How Do I Love Me? (Second edition), by Helen M. Johnson. Salem, Wisc.: Sheffield Publishing Co., 1986.

How to Find a Good Psychotherapist: A Consumer Guide, by Judi Striano. Santa Barbara, Calif.: Professional Press, 1987.

How to Have More in a Have-Not World, by Terry Cole-Whittaker. New York: Rawson Associates, 1983.

How to Raise Children's Self-Esteem (Revised edition), by Reynold Bean and Harris Clemes. Los Angeles: Enrich, 1980.

How to Raise Your Self-Esteem, by Nathaniel Branden. New York: Bantam Books, Inc., 1988.

This book is a guide to strengthening self-worth. Mr. Branden presents techniques to break free of negative self-concepts, to recognize what self-esteem is not, and to become free of guilt. He also addresses authenticity in relationships, nurturing the self-esteem in others and having the courage to feel self-love.

How to Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Faber and Elaine Mazlish. New York: Avon Books, 1982; Chicago: Nightingale-Conant Corp., 1988.

Hugs & Shrugs: The Continuing Saga of Squib, by Larry Shles. Rolling Hills Estates, Calif.: Jalmar Press, 1987.

Mr. Shles, the creator of Squib, places him in a dilemma. Squib, a small owl, has lost a piece of himself. He searches everywhere, only to discover that his missing pieces have fallen in and not out. He becomes complete again, once he discovers his own inner peace.

I Am a Blade of Grass: A Breakthrough in Learning and Self-Esteem, by Elaine Young and Robert D. Frelow. Edited by Anne S. Kipp. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

This book helps students to become lifetime learners, empowered with the confidence to make a positive difference in their world without abandoning discipline or sacrificing essential skill and content acquisition.

I Am Loveable and Capable, by Sidney B. Simon. Hadley, Mass.: Sidney B. Simon, 1976. Available from Sidney B. Simon, 45 Old Mountain Road, Hadley, MA 01035, (413) 584-4382.

I Deserve Love, by Sondra Ray. Berkeley, Calif.: Celestial Arts Publishing Co., 1987.

If You Could Hear What I Cannot Say: Learning to Communicate with the Ones You Love, by Nathaniel Branden. New York: Bantam Books, Inc., 1983.

The author continues to explore relationships and self-esteem. He also provides specific steps to take in order to nurture self-esteem.

In Search of Self: An Exploration of the Role of the School in Promoting Self-Understanding, by Arthur T. Jersild. New York: Columbia University, Teachers College Press, 1952.

Inviting School Success: A Self-Concept Approach to Teaching and Learning (Second edition), by William W. Purkey and John M. Novak. Belmont, Calif.: Wadsworth Publishing Co., 1984.

This book focuses on the behaviors manifested by teachers and others who serve as primary forces in influencing students' perceptions of themselves as learners. The authors explain how students' perceptions of themselves as learners may determine their success or failure in school.

Joy in the Classroom, by Stephanie Herzog. Edited by Ann Ray. Boulder Creek, Calif.: University of the Trees Press, 1982.

Liberated Parents, Liberated Children, by Adele Faber and Elaine Mazlish. New York: Avon Books, 1976.

Literacy: Profiles of America's Young Adults, by Irwin S. Kirsch and Ann Jungeblut. Princeton, N.J.: National Assessment of Educational Progress, 1986.

Living Through Divorce: A Developmental Approach to Divorce Therapy, by Joy K. Rice and David G. Rice. New York: Guilford Press, 1985.

This book focuses not only on successfully managing divorce but also on understanding its psychological meaning and using stress and conflict constructively to achieve personal growth. Drawing on a wealth of empirical data and a great many case studies, this book provides an insightful discussion of the effect of divorce on the self-esteem of individual family members. The book is especially useful for all practitioners who work with couples and families.

Love Is Letting Go of Fear, by Gerald G. Jampolsky. Berkeley, Calif.: Celestial Arts Publishing Co., 1979; reprint 1988.

Love, Medicine, and Miracles, by Bernie S. Siegel. New York: Harper & Row Pubs., Inc., 1988.

This book offers hope and inspiration to both the well and the ill. Dr. Siegel explores the relationship between self-concept, self-talk, and the idea of self-love. He begins the book by stating, "The ability to love oneself, combined with the ability to love life, fully accepting that it won't last forever, enables one to improve the quality of life."

The Love Project Way, by Arleen Lorrance and Diane K. Pike. San Diego, Calif.: L. P. Publications, 1980.

The Magic of Believing: Setting Your Goal and Reaching It, by Claude M. Bristol. Englewood Cliffs, N.J.: Prentice Hall, 1985.

The Magic of Getting What You Want, by David J. Schwartz. New York: Berkley Publishing Group, 1984.

The Magic of Thinking Big, by David J. Schwartz. North Hollywood, Calif.: Wilshire Book Co., [n.d.].

The Magical Child, by Joseph C. Pearce. New York: Bantam Books, Inc., 1981.

Major Psychological Assessment Instruments (two vols.), by Charles S. Newmark. Needham Heights, Mass.: Allyn and Bacon, Inc., Vol.I, 1985; Vol.II, 1989.

This work offers an examination of the most widely used tests in current practice. Each test is given a full chapter, complete with a case study. Information concerning introduction, construction, administration, interpretation, and status is furnished for the following tests: *MMPI*; *Rorschach*; *Thematic Apperception Test*; *House-Tree-Person*; *Clinical Use of the Draw-a-Person*; *Kaufman Assessment Battery*; *Weschsler Intelligence Scale for Children*; and the *Halstead-Reitan Neuropsychological Test Battery*.

Make the Most of a Good Thing: You! by Diana Shaw. Boston: Little, Brown and Co., 1987.

Making Contact, by Virginia Satir. Berkeley, Calif.: Celestial Arts Publishing Co., 1976.

This book focuses on the path to better communication. Each avenue of communication is explored as it relates to the senses. The book explores the ways by which the elements of communication can initiate change.

Making Peace with Your Parents, by Harold H. Bloomfield and Leonard Felder. New York: Ballantine Books, Inc., 1985.

The Me I Know: A Study of Adult Identity, by Susan Krauss Whitbourne. New York: Springer-Verlag New York, Inc., 1986.

The author examines the constancies of adult identity by focusing on the lives of 94 adults. She shows complex processes that motivate individuals to view themselves and their life circumstances in unique ways. Contrary to previous theories, the author states that adults do not adopt new personalities at different developmental stages. Her research illustrates case studies of self-actualizers.

Me: Resources for Enhancing the Self-Esteem of Students, by Jo Ellen Hartline. Tucson, Ariz.: Zephyr Press, [n.d.].

Meditations and Inspirations, by Virginia Satir. Berkeley, Calif.: Celestial Arts Publishing Co., 1985.

This book is a collection of meditations and poems which focus on one's becoming fully alive and appreciating the full value of oneself. The author encourages self-awareness and challenges one to become all that one can be.

More Teachable Moments, by Cliff Dundee. San Diego: Live, Love, Laugh, [n.d.].

This book encourages listening, sharing of feelings, guided imagery, goal setting, and group sharing. Materials are built around ten lessons. Available from Live, Love, Laugh, P.O. Box 9432, San Diego, CA 92109.

Most Commonly Asked Questions About the Barksdale Self-Esteem Program, by L.S. Barksdale. Idyllwild, Calif.: The Barksdale Foundation, 1979.

The book features 68 questions audiences at Barksdale Self-Esteem Lectures and Workshops have asked most often, with answers from the man who developed the program.

Moths and Mothers, Feathers and Fathers, Vol. 1: A Story About a Tiny Owl Named Squib (Second edition), by Larry Shles. Edited by Bradley Winch. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

Squib is a tiny owl who cannot fly—neither can he understand his feelings. He must face the frustration, grief, fear, guilt, and loneliness that we all must face at different times in our lives. Struggling with these feelings, he searches for understanding.

Myths to Live By, by Joseph Campbell. New York: Bantam Books, Inc., 1984.

This book is a compilation of noted lectures given by the late Joseph Campbell. Myths give insight into the spiritual avenues open to all people and offer pathways toward extending human potential. The author suggests that we can utilize myths as organizing principles.

Napkin Notes: On the Art of Living, by Gary Michael Durst. Evanston, Ill.: Training Systems, 1982.

Negative Criticism and What You Can Do About It, by Sidney Simon. Hadley, Mass.: Sidney B. Simon, [n.d.]. Available from Sidney B. Simon, 45 Old Mountain Road, Hadley, MA 01035, (413) 584-4382.

A New Guide to Rational Living, by Albert Ellis and Robert A. Harper. North Hollywood, Calif.: Wilshire Book Co., [n.d.].

The New Science: Self-Esteem Psychology, by Robert N. Campbell. Lanham, Md.: University Press of America, 1984.

No-No the Little Seal, by Sherri Patterson. New York: Random House, Inc., 1986.

This is a book (and cassette) for young children about sexual abuse.

No One Is to Blame: Getting a Loving Divorce from Mom and Dad, by Bob Hoffman. Palo Alto, Calif.: Science & Behavior Books, 1979.

Nourishing Self-Esteem: A Parent Handbook for Nurturing Love, by Earl White. Capitola, Calif.: Whitenwife Publications, 1981.

This handbook can be used independently or as a companion book in conjunction with the group activities. The focus is on the enhancement of self-esteem for parents and children.

Nourishing the Seeds of Self-Esteem: A Handbook of Group Activities for Nurturing Esteem in Self and Others, by Earl White. Capitola, Calif.: Whitenwife Publications, 1980.

This handbook of group activities for the classroom focuses on personal growth and the enhancement of self-esteem. The lessons can be applied in any group situation and for all age levels.

The O.K. Lion, by Jay Burke. Miami: Jay Burke, 1987. Available from Jay Burke, 6271 N.W. 201 Street, Miami, FL 33015.

One Minute Self-Esteem, the Gift of Giving, by Candy Semigran. Insight Publishing, 2101 Wilshire Blvd., Santa Monica, CA 90403, [n.d.].

This book gently takes the reader along a path of personal growth and development. The author's practical exercises and activities at the end of each chapter give the reader an opportunity to do his/her own mini workshop. This book also includes a self-esteem bibliography and guides to further personal growth.

The Original Warm Fuzzy Tale, by Claude Steiner. Rolling Hills Estates, Calif.: Jalmar Press, [n.d.].

The Owner's Manual for Your Life, by Stewart Emery. New York: Pocket Books, Inc., 1984.

Pajamas Don't Matter (or What Your Baby Really Needs), by Trish Gribben. Rolling Hills Estates, Calif.: Jalmar Press, 1980.

This book is a source of support for new parents. It provides valuable information and needed reassurances to new parents as they struggle through the first years of their child's life.

Parent Effectiveness Training: The Tested New Way to Raise Responsible Children, by Thomas Gordon. New York: David McKay Co., Inc., 1970.

The Peaceable Classroom: Activities to Calm and Free Student Energies, by Merrill Harmin and Saville Sax. New York: Harper & Row Pubs., Inc., 1977.

Peak Performance: Mental Training Techniques of the World's Greatest Athletes, by Charles A. Garfield and Hal Z. Bennett. Los Angeles: Jeremy P. Tarcher, 1984.

Peoplemaking, by Virginia Satir. Palo Alto, Calif.: Science & Behavior Books, 1988.

Personhood, by Leo Buscaglia. New York: Fawcett Book Group, 1986.

This book addresses the stages of growth for the fully functioning person. The author summarizes some vital views about what it means to strive toward full humanness. Mr. Buscaglia states that "life is always both an active state of being and an ever changing state of becoming." He presents the role of connectiveness, communication, and spirituality and challenges those "who are eager to encounter themselves before their death."

Please Understand Me: Character and Temperament Types, by David Kiersey and Marilyn Bates. Del Mar, Calif.: Prometheus Nemesis Book Co., 1978.

This book challenges us to abandon the "Pygmalion project" and accept others as they are. The authors describe each of the temperaments derived from the Meyers Briggs type indicator. It is especially useful for understanding children's temperament types. The message is to put down your chisel, let others be, and appreciate.

The Power of Affirmation, by Subramuniya. Marina Del Rey, Calif.: De Vorss & Co., 1973.

The Power of Positive Students, by H. William Mitchell and Charles P. Conn. New York: Bantam Books, Inc., 1986.

The authors describe some of the difficulties they encountered as youths. In later life, when they discovered that positive thinking is a powerful force in education and life, they decided to promote that concept among students. As superintendent of a school system in South Carolina, William Mitchell began a program, based on positive self-image, to rebuild a deteriorating system into one noted for progress in academic achievement and overall teaching effectiveness.

Principal's Handbook, by Thomas Jefferson Research Center Staff. Pasadena, Calif.: Thomas Jefferson Research Center, 1987.

This resource ties classroom curriculum to schoolwide activities. It includes sample memos and evaluation forms, a blackline master for ten parent newsletters, parent/child activities for the home, and an audio orientation tape.

Profound Simplicity, by Will Schutz. Mentor, Ohio: Learning Concepts, Inc., 1982.

The Psychology of Romantic Love, by Nathaniel Branden. New York: Bantam Books, Inc., 1981.

This book explores the link between self-esteem and romantic love.

The Psychology of Self-Esteem, by Nathaniel Branden. New York: Bantam Books, Inc., 1971.

This book addresses the psychological foundations of Nathaniel Branden's theory of self-esteem. The author examines the nature of living organisms with reference to the concept of biological and psychological needs; the nature of a person's mind, as contrasted with the consciousness of lower animals; the issue of psychological freedom and self-responsibility; the nature and source of emotions; the relationship of reason and emotion; the problem of emotional repression; and the concepts of mental health and illness. Part II focuses on the relationship between self-esteem and human behavior in the spheres of work and love.

Pulling Your Own Strings, by Wayne Dyer. New York: Avon Books, 1979.

Raising Each Other: A Book for Teens and Parents, by Jeanne Brondino and others. Claremont, Calif.: Hunter House, Inc., 1988.

A group of young authors—Shellie Brann, Scott Coatsworth, Heidi Soneza, Cheryl Swain, Frances Tulao, and Jeanne Brondino—researched, wrote, edited, and designed this fine resource with the help of their high school teacher. The book lends itself beautifully to problem solving through communication and sharing.

Release Your Brakes! by James W. Newman. New York: Warner Books, 1978; Newport Beach, Calif.: HDL Publishing Co., 1988.

The Restoration of the Self, by Heinz Kohut. Madison, Conn.: International Universities Press, 1977.

The Road Less Traveled, by M. Scott Peck. New York: Simon and Schuster, Inc., 1988.

Drawing on his own professional experience as a psychiatrist, Dr. Peck suggests ways in which confronting our problems—and suffering through changes—can enable us to reach a higher level of understanding. He also discusses the nature of loving relationships. He focuses on becoming one's own person and is particularly sensitive to the challenges of parenting.

SAGE (Self-Awareness Growth Experiences) (Revised edition), by V. Alex Kahayan. Edited by Janet Lovelady. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

This book is a treasure trove of activities and strategies promoting positive behavior and meeting personal and social needs of young people in grades seven through twelve. It is organized around affective learning goals and objectives and contains over 150 activities.

Sanity, Insanity and Common Sense: The Missing Link in Understanding Mental Health, by Enrique M. Suarez and Roger C. Mills. Lincoln, Nebr.: Pine Mountain Press, Inc., 1982.

This book presents the principles of Psychology of Mind, a ground-breaking new approach to happiness and self-esteem. In a dramatic departure from the field, the authors show the key to increasing self-esteem without delving into the past or using dogma, rituals, or techniques.

Schools Without Failure, by William Glasser. New York: Harper & Row Publishers, 1975.

The Science of Mind, by Ernest Holmes. New York: Dodd, Mead & Co., 1938; 1989.

The Second Centering Book, by Gay Hendricks and Thomas Roberts. Englewood Cliffs, N.J.: Prentice Hall, 1989.

Second Chance, by Sydney Banks. Tampa, Fla.: Duval-Bibb Publishing Co., 1989.

This compelling story gently guides the reader toward a profound understanding of how the human mind functions. It inspires hope, understanding, and the gift of serenity. Each rereading brings a deeper level of understanding, peace of mind, and self-esteem. The book is suitable for children and adults.

The Secret of Staying in Love, by John Powell. Valencia, Calif.: Tabor Publishing Co., 1974.

This book is a celebration of our capacity to give and receive love. By first learning to love and accept ourselves, we develop an inner satisfaction that extends to our relationships with others. Mr. Powell explains how we can nurture and strengthen loving relationships through the "secret" of staying in love: communication. He details the process of dialoguing in simple exercises that give us a new and deeper knowledge of ourselves and of those we love.

Seeds of Greatness, by Denis Waitley. New York: Pocket Books, Inc., 1988.

Self-Attitudes and Deviant Behavior, by H.B. Kaplan. Pacific Palisades, Calif.: Goodyear Publishing, 1975.

Self-Concept and Reading, by Ivan Quandt and Richard Selznick. Newark, Del.: International Reading Association, 1984.

This book addresses the needs of disabled readers. It is the author's contention that the readers can be helped by improving their self-concepts. The book includes helpful tips on increasing a child's self-concept and reading ability, and the author cites studies that support his theories. It includes a bibliography and an appendix listing instruments for testing self-concept.

Self-Concept and School Achievement, by William W. Purkey. Englewood Cliffs, N.J.: Prentice Hall, 1970.

This book provides a summary of the self-concept theory and its possible implications for classroom learning. The author takes a good look, based on available research, at the beliefs and behaviors of the effective teacher. He outlines a positive, yet realistic, approach to schooling.

Self-Concept and the School Child, by Robert Leonetti. New York: Philosophical Library, 1980.

The author speaks to the educator's responsibility to create a supportive environment that nurtures feelings of self-worth and self-confidence. The author makes practical suggestions for enhancing students' self-confidence and self-image. The concluding chapter reminds teachers of what they must do in order to renew their own self-image and positive feelings.

The Self-Concept in the Young Child: An Anthology. Edited by Thomas D. Yawkey. Provo, Utah: Brigham Young University Press, 1980.

Self-Concept, Self-Esteem, and the Curriculum, by James A. Beane and Richard P. Lipka. New York: Columbia University, Teachers College Press, 1986.

This book is a resource of ideas and guidelines for developing a self-enhancing school. It includes a look at theory and research on enhancing self-perceptions. The authors also address curriculum planning in terms of self-concept and self-esteem. They provide sample resource units to demonstrate how commitment to enhancing student self-perceptions can be incorporated in objectives, subject matter, and activities of typical curriculum topics.

Self-Concept Sourcebook: Ideas and Activities for Building Self-Esteem. Edited by Dov Peretz Elkins. Beachwood, Ohio: Growth Associates, 1979.

The Self-Concept, Vol. I: A Review of Methodological Considerations and Measuring Instruments, by Ruth C. Wylie. Lincoln, Nebr.: University of Nebraska Press, 1974.

The Self-Concept, Vol. II: Theory and Research on Selected Topics (Revised edition), by Ruth C. Wylie and others. Lincoln, Nebr.: University of Nebraska Press, 1979.

Authored by Ruth C. Wylie in conjunction with Peggy Miller, Susan Cowles, and Alice Wilson, this book addresses all aspects of self-concept with particular emphasis on overall self-regard. Ms. Wylie defines self-regard as a combination of self-esteem, self-acceptance, self-favorability, and self-ideal discrepancies. This book is a composite of scholarly studies that view self-concept from within many contexts. A comprehensive chapter on variables associated with self-regard in senior citizens is also included.

Self-Deception and Self-Understanding: New Essays in Philosophy and Psychology. Edited by Mike W. Martin. Lawrence, Kans.: University Press of Kansas, 1985.

This book addresses self-deception and its relationship to self-esteem. As a means of bolstering self-esteem, self-deception may serve as a coping mechanism. According to the author, "We are like medical students who might otherwise be unable to watch their first autopsy if they did not distract themselves from reflections about death." This book is a philosophical approach to self-esteem as it relates to other aspects of self-awareness—such as values, health, and responsibility. A chapter about alcoholism and self-deception is also included.

Self-Esteem: The Key to Your Child's Well-Being, by Reynold Bean and Harris Clemes. New York: Zebra Books, 1982.

Self-Esteem: A Declaration, by Virginia Satir. Berkeley, Calif.: Celestial Arts Publishing Co., 1975.

This book holds a simple and succinct declaration of self-worth for the individual seeking an identity in the complexity of modern society.

Self-Esteem and Meaning: A Life Historical Investigation, by Michael R. Jackson. Albany, N.Y.: State University of New York Press, 1984.

Self-Esteem and Social Adjustment: Experimental Study of the Effects of a Mathematical Educational Model on Self-Esteem of Male Prison Inmates, by George A. Roundtree. Columbia, Mo.: South Asia Books, 1979.

This book focuses on two groups of male Louisiana prison inmates to determine whether improvement in mathematical skills would improve self-esteem. Twenty-two inmates were tutored individually for 45 minutes twice a week for 18 months. Thirty-one subjects from another Louisiana prison were the control group. Results showed that the tutored inmates significantly increased in self-esteem and mathematical skills.

Self-Esteem at Work: Research, Theory, and Practice, by Joel Brockner. Lexington, Mass.: Lexington Books, 1988.

Self-Esteem Maintenance and Repair Manual, by B. David Brooks and Rex K. Dalby. Edited by Paula J. Hunter. Newport Beach, Calif.: Kincaid House Publishing, 1989.

This is a resource for enhancing self-esteem through step-by-step exercises.

Self-Esteem: The New Reformation, by Robert H. Schuller. Irving, Tex.: Word Inc., 1985.

This book focuses on the most important question facing the church: "What are the deepest needs felt by human beings?" The author discusses the Protestant Reformation and its impact on self-esteem issues. He states that there is a need for revolutionizing Christian thought about personhood, and he underscores the need for us to examine our own level of self-esteem. It is his contention that the dignity of the person has been undermined by theologies that glorify "mortification of the self."

Self-Science: The Subject Is Me, by Karen Stone and Hal Dillehunte. Glenview, Ill.: Scott, Foresman & Co., 1978.

This text is an affective curriculum that presents a series of skills for dealing with personal and interpersonal conflict, feelings, behaviors, and choices.

Self-Worth and School Learning, by M.V. Covington and R.G. Berry. Fort Worth, Tex.: Holt, Rinehart & Winston, Inc., 1976.

Shyness: Perspectives on Research and Treatment. Edited by Warren H. Jones and others. New York: Plenum Publishing Corp., 1986.

This is a multidisciplinary approach to shyness. The author presents research on the causes and consequences, the methods of measuring shyness, and strategies for alleviating its painful effects. He also focuses on the connection between shyness and other forms of social anxiety and inhibition.

Shyness: What It Is, What to Do About It, by Philip Zimbardo. Menlo Park, Calif.: Addison-Wesley Publishing Co., Inc., 1977.

Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too, by Adele Faber and Elaine Mazlish. New York: Avon Books, 1988.

The Social Dynamics of Self-Esteem: Theory to Theory, by R.A. Steffenhagen and Jeff D. Burns. New York: Praeger Publishers, 1987.

The Social Importance of Self-Esteem, by Neil Smelser and others. Berkeley: The University of California Press, 1989.

David Gardner, President of the University of California, provided funds for seven U.C. professors to study self-esteem. The professor/writers are Martin Covington, U.C. Berkeley (Failure to Learn); Susan Crockenberg, U.C. Davis (Teenage Pregnancy); Harry Kitano, U.C.L.A. (Drug and Alcohol Abuse); Thomas Scheff, U.C. Santa Barbara (Crime and Violence); Leonard Schneiderman, U.C.L.A. (Chronic Welfare Dependency); Rodney Skager, U.C.L.A. (Drug and Alcohol Abuse); and Harry Specht, U.C. Berkeley (Child Abuse). Also included are an overview chapter by University Professor of Sociology Dr. Neil Smelser, a foreword by Assemblyman John Vasconcellos, and a preface by Task Force Chairperson Dr. Andrew Mecca. The book is available for $9.95 in paperback. (Orders placed directly with the U.C. Press are given a 20 percent discount. Mailing and handling charge is $2.00 for the first book and $.50 for each additional book.)

Society and the Adolescent Self-Image, by Morris Rosenberg. Princeton, N.J.: Princeton University Press, 1965.

Something Special Within (Second edition), by Betts Richter. Marina del Rey, Calif.: DeVorss & Co., 1982.

Stepping Into Yourself, Grades Three to Six, by Sindy Rosenbaum. Glenview, Ill.: Scott, Foresman & Co., 1988.

This book is an illustrated workbook for children in grades three through six. Among the activities are those designed to build self-confidence, create and maintain relationships, and evaluate attitudes. Instructions for the teacher are included at the front of the workbook.

Stress and Energy in the Classroom, by Hanoch McCarty. Cleveland, Ohio: Hanoch McCarty and Associates, Inc., [n.d.].

Stress in Children, by Bettie B. Youngs. New York: Avon Books, 1986.

Suicidal Child, by Cynthia R. Pfeffer. New York: The Guilford Press, Inc., 1986.

This book examines suicidal behavior in children. Focusing on suicidal preadolescents, the book provides a great deal of insight into a problem that is one of the ten most common causes of death among children six through twelve years old. The author analyzes risk factors, including childhood depression and family characteristics. The author's use of case illustrations also addresses intervention strategies for the school and the family.

Sweet Dreams for Little Ones, by Michael G. Pappas. San Francisco: Harper Religious Books, 1982.

These stories are designed to stimulate imagination and develop the ability to accept and nurture positive creative fantasy. The 18 stories are fantasy vignettes which focus on one or more of the basic needs known to affect all human behavior: affection, enlightenment, respect, responsibility, power, skill, wealth, and well-being. The author uses guided imagery to encourage the child to view himself or herself as the story's central character.

Take Charge: Success Tactics for Business and Life, by John K. Cannie. Englewood Cliffs, N.J.: Prentice Hall, 1980.

Taking Charge of My Life: Choices, Changes, and Me, by Ed Harmon and Marge Jarmin. Idyllwild, Calif.: The Barksdale Foundation, 1988.

Based on the program "Taking Active Charge of Your Life" for teens and preteens, this book helps young people raise their self-esteem and plan and implement long-range goals. Exercises at the end of each chapter make the concepts "real" and personal. Cartoon illustrations make learning fun.

Teaching Children to Love Themselves: A Handbook for Parents and Teachers of Young Children, by Michael E. Knight and others. Englewood Cliffs, N.J.: Prentice Hall, 1981.

This book suggests activities that enhance children's self-concepts as part of their academic lessons. There are also specific ideas for teachers and parents to evaluate and improve their own positive attitudes.

Teaching People to Love Themselves: A Leader's Handbook of Theory and Techniques for Self-Esteem and Affirmation Training (Second revised edition), by Dov Peretz Elkins. Beachwood, Ohio: Growth Associates, 1978.

The Three Robots Learn About Drugs, by Art Fettig. Battle Creek, Mich.: Growth Unlimited, Inc., 1987.

TNT: The Power Within You, by Claude M. Bristol and Harold Sherman. Englewood Cliffs, N.J.: Prentice Hall, 1954.

To See What I See and Know What I Know: A Guide to Self-Discovery, by Nathaniel Branden. New York: Bantam Books, Inc., 1986.

Toward More Human Schools: Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate. Prepared by Bruce Fuller and Ginny Lee. Sacramento: California State Department of Education, 1981.

This book provides descriptions of school programs that address individual growth and enhancement of students' self-image, self-esteem, clarity of values, and sense of personal responsibility.

Transforming Education: The New Three R's, by Andy Le Page. Tampa, Fla.: Oakmore House, 1987.

Tribes: A Process for Social Development and Cooperative Learning (Revised edition), by Jeanne Gibbs. Santa Rosa, Calif.: Center-Source Publications, 1987.

Twelve Steps—A Way Out: A Working Guide for Adult Children of Alcoholic and Other Dysfunctional Families, by Friends in Recovery Staff. Edited by Ronald S. Halvorson and Valerie B. Deilgat. San Diego, Calif.: Recovery Publications, [n.d.].

The Ultimate Power, by Dave Grant. Old Tappan, N.J.: Fleming H. Revell Co., 1983.

Unicorns Are Real: A Right-Brained Approach to Learning, by Barbara M. Vitale. Rolling Hills Estates, Calif.: Jalmar Press, 1982; New York: Warner Books, Inc., 1986.

Unlocking Doors to Self-Esteem—Secondary Grades (Revised edition), by C. Lynn Fox and Francine L. Weaver. Edited by B.L. Winch. Rolling Hills Estates, Calif.: Jalmar Press, 1989.

This is a compilation of innovative ideas to make the secondary classroom a more positive learning experience—socially and emotionally—for students and teachers. Over 100 lesson plans are included and are designed for easy infusion in the curriculum. It is appropriate for use in grades seven through twelve.

Value Tales Teacher's Resource Guide, by Sherri Butterfield. San Diego, Calif.: Value Communications, Inc., 1981.

This series of books teaches the meaning of basic values through inspirational and amusing stories based on famous lives. Alexander Graham Bell is profiled in *The Value of Self-Discipline*, and Confucius is profiled in *The Value of Honesty*. Thirty such books are now available. This series lends itself well to group counseling at the elementary level.

Vulture, a Modern Allegory on the Art of Putting Oneself Down, by Sidney B. Simon. Valencia, Calif.: Tabor Publishing, 1977.

Way to Happiness, by L. Ron Hubbard. Los Angeles: Bridge Publications, Inc., 1984.

What Love Asks of Us, by Nathaniel Branden. New York: Bantam Books, Inc., 1987.

This book is one of a series focusing on the many aspects of self-esteem. The author explores the self and relationships and provides specific steps in order to nurture self-esteem.

What We May Be: Techniques for Psychological and Spiritual Growth, by Piero Ferrucci. Los Angeles: Jeremy P. Tarcher, Inc., 1982.

What You Think of Me Is None of My Business, by Terry Cole-Whittaker. San Diego, Calif.: Oak Tree Publications, Inc., 1982.

When Do the Good Things Start? by Abraham J. Twerski. New York: Pharos Books, 1988.

The text of this book is developed around the Peanuts comic strips. In Dr. Twerski's opinion the wit and wisdom of Charles Schultz speaks to all of us. By allowing ourselves to view human nature through the eyes of Charlie Brown and his friends, we are led to celebrate the universal truths of the human condition.

Why Am I Afraid to Tell You Who I Am? by John Powell. Valencia, Calif.: Tabor Publishing, 1969; reprint 1982.

This book provides valuable insights about self-awareness and interpersonal communication. Mr. Powell contends that self-esteem comes about from improving the quality of our relationships with others. The author identifies five levels of communication and suggests that the kinds of information we disclose determines the status of our relationships.

The Winner's Edge, by Denis Waitley. New York: Berkley Publishing Group, 1984.

The Winning Family: Increasing Self-Esteem in Your Children and Yourself, by Louise Hart. New York: Dodd, Mead and Company, 1987; Oakland, Calif.: Lifeskills Press, 1989.

This book combines personal experiences in parenting with the professional knowledge and insight of a "community psychologist" to provide practical guidance in creating a winning atmosphere for child rearing. Dr. Hart draws on a wide variety of sources to establish her

case for the centrality of self-esteem as a crucial element of the interpersonal relationships in family life.

Wishcraft: How to Get What You Really Want, by Barbara Sher and Annie Gottlieb. New York: Viking Penguin, Inc., 1979; New York: Ballantine Books, Inc., 1986.

You'll See It When You Believe It, by Wayne W. Dyer. New York: William Morrow and Co., Inc., 1989.

According to the author, our ability to think and feel is our essential humanity. If we tap into that invisible part of us and use our minds in any way we choose, we can transform ourselves by going beyond the limitations of our forms. He outlines the principles that can change relationships into positive experiences through our thought processes and challenges us to achieve a sense of oneness with all other life forms.

Your Child's Self-Esteem: The Key to His Life, by Dorothy C. Briggs. New York: Doubleday & Co., Inc., 1975.

This book is a step-by-step program for raising responsible, productive, happy children based on the central premise that self-image is a child's most important characteristic.

Your Many Faces, by Virginia Satir. Berkeley, Calif.: Celestial Arts Publishing Co., 1978.

This book illustrates the many faces of people—power, fear, love, competence, anger, intelligence, and joy. Often we judge our faces to be either good or bad, right or wrong, while failing to recognize the potential of each face to make us fuller, more balanced human beings. In her own unique and exciting style, Virginia Satir demonstrates that the key to opening the door to new possibilities rests on our realization that we need each face as a completion of self.

You're in Charge: A Guide to Becoming Your Own Therapist, by Janette Rainwater. Marina del Rey, Calif.: DeVorss & Co., 1985.

PERIODICALS

Ammerman, Mary S., and Jerry L. Fryrear. "Photographic Enhancement of Children's Self-Esteem," *Psychology in the Schools*, Vol. 12 (July, 1975), 319–25.

The authors attempted to enhance children's self-esteem through a five-week self-photography project which provided each child in the experimental group with 60 pictures of himself or herself in different poses. Control group subjects were provided with self-photographs at the end of the project. Twelve fourth grade children were selected for both low subjective self-esteem and low behavioral self-esteem using self-esteem inventories. After five weeks, the self-esteem inventories were again administered. The results indicated significant increases in behavioral self-esteem but not in subjective self-esteem. Results are discussed in terms of Coopersmith's theory of genuine versus defensive self-esteem.

Bandura, Albert, and Dale Schunk. "Cultivating Competence, Self-Efficacy, and Intrinsic Interest Through Proximal Self-Motivation," *Journal of Personality and Social Psychology*, Vol. 41 (September, 1981), 586–98.

The authors tested the hypothesis that self-motivation through proximal goal setting serves as an effective mechanism for cultivating competencies, self-perceptions of efficacy, and intrinsic interest. Forty children (approximately seven to ten years of age) who exhibited gross deficits and disinterest in mathematical tasks pursued a program of self-directed learning under conditions involving either proximal subgoals, distal goals, or no goals. Results of the multifaceted assessment provide support for the superiority of proximal self-influence. Under proximal subgoals, the subjects progressed rapidly in self-directed learning, achieved mastery of mathematical operations, and developed a sense of personal efficacy and intrinsic interest in arithmetic activities that initially held little attraction for them.

Bennett, Lawrence A. "Application of Self-Esteem Measures in a Correctional Setting: Changes in Self-Esteem During Incarceration," *Journal of Research in Crime and Delinquency*, Vol. 11 (January, 1974), 9–15.

This article examines the self-esteem of 82 adult male inmates assessed at six-month intervals during their incarceration. For most inmates in the sample, self-esteem increased during the first few months and remained high throughout the remainder of their institutional stay. Various possibilities explaining this finding are discussed.

Bennett, Lawrence A. "Self-Esteem and Parole Adjustment," *Criminology*, Vol. 12 (November, 1974).

The hypothesis that self-esteem is positively related to favorable parole outcome was tested using a sample of 142 prison inmates evaluated just prior to release on parole. Six-month, one-year, and two-year parole follow-ups were obtained. The relationship between measured self-esteem at the time of release and parole outcome after six months was positive and statistically significant. Subsequent outcomes after one and two years fell below the level of statistical significance. Consequently the original hypothesis was only partially supported.

Bizman, Aharon, and others. "Regaining Self-Esteem Through Helping Behavior," *Journal of Psychology*, Vol. 105 (July, 1980), 203–209.

The authors hypothesized that a person who failed in a task that affected his or her self-esteem would be less helpful than a person who succeeded in such a task. However, when the task involves a task that is different from the original one but taps the same ability, failing persons will help more than their successful counterparts. There was no significant difference in the amount of time devoted to help under the similar task condition between subjects who failed or succeeded the first time.

Chiu, Lian-Hwang. "Measures of Self-Esteem for School-Age Children," *The Journal of Counseling and Development*, Vol. 66 (February, 1988), 298–301.

Clark, Alfred W. "Personal and Social Resources as Correlates of Coping Behavior Among the Aged," *Psychological Reports*, Vol. 51 (October, 1982), 577–78.

The author administered a social resources scale, a personal resources scale, and a coping scale to 1,841 people over 60 years of age in Great Britain. Coping behavior was influenced by the availability of personal and social resources. Results indicate a need for programs for the elderly that reinforce their self-confidence, improve their health, and strengthen their social support systems.

"Effects of Age-of-Disability-Onset on Self-Esteem and Anxiety in Wheelchair-bound Individuals," *Rehabilitation Psychology*, Vol. 26 (1979).

The anxiety and self-esteem of 105 wheelchair-bound persons from four age-of-disability-onset groups were assessed by the State-Trait Anxiety Inventory and Self-Esteem Inventory. Significantly higher levels of trait anxiety and lower levels of self-esteem were found in the earliest disability-onset group.

Elrod, Mimi M., and Sedahlia J. Crase. "Sex Differences in Self-Esteem and Parental Behavior," *Psychological Reports*, Vol. 46 (June, 1980), 719–27.

This body of research focused on the relationship of reported behaviors of mothers and fathers to the self-esteem of four- and five-year-olds, with sex of the child as a variable. The study investigated (a) whether parents behave differently toward boys and girls, (b) whether parental treatment of the children relates to the children's self-esteem, and (c) whether one sex has higher self-esteem than the other. Findings indicated that in a sample of approximately 49 boys and 45 girls, fathers interacted more with their sons than with their daughters. Mothers interacted more with their daughters than did fathers but also interacted more with their sons than did fathers, and mothers interacted more similarly with boys and girls than did fathers. Some behaviors of mothers were significantly related to high self-esteem in girls. Boys had higher self-esteem than girls.

Fischer, Jerome B., and Carl A. Bersani. "Self-Esteem and Institutionalized Delinquent Offenders: The Role of Background Characteristics," *Adolescence*, Vol. 14 (Spring, 1979), 197–214.

Some of the delinquency literature sustains the assumption that the self-view held by youth offenders is of inept persons doing unworthy things. This study tested the hypothesis that self-esteem would be higher for offenders removed from conventional ties and lower for those who maintained conventional attachments (i.e., youths having few bonds to people are relatively "free" to drift into delinquency without serious damage to self-esteem). Data from 75 male delinquent offenders in a youth correctional institution support the hypothesis. The impact of the correctional process on self-esteem may be less important than the relationships previously established with people and institutions.

Gade, Eldon, and Lois Peterson. "A Comparison of Working and Nonworking High-School Students on School Performance, Socioeconomic Status, and Self-Esteem," *Vocational Guidance Quarterly*, Vol. 29 (September, 1980), 65–69.

The authors studied male and female tenth grade students utilizing a variety of questionnaires and self-esteem assessment instruments. The results indicated that working girls showed slightly higher grades and self-esteem scores than nonworking girls. Boys who worked had slightly higher grades and self-esteem than boys who did not work. Overall, working did not seem to impair academic performance, self-esteem, and extracurricular involvement.

Gold, Steven, and Alban Coghlan. "Locus of Control and Self-Esteem Among Adolescent Drug Abusers: Effects of Residential Treatment," *Drug Forum*, Vol. 5 (1975-76).

The authors present a report on the changes in locus of control and self-esteem among 32 male and 21 female adolescent drug abusers after six months of residential treatment. Predicted changes in the direction of greater belief in internal control and higher self-esteem were obtained for both males and females. The report concludes that the use of drugs to engender a sense of control over one's life is an important theoretical and research issue needing further exploration.

Gossop, Michael. "Drug Dependence and Self-Esteem," *International Journal of the Addictions*, Vol. 11 (1976).

The results of this study of 55 drug abusers and 16 controls indicated considerable deficiencies of self-esteem among drug-dependent patients, especially female addicts. In terms of etiology, the association between drug dependence and low self-esteem may indicate that those individuals with a deficient self-esteem who are exposed to drugs may be at risk. The study suggests that self-esteem therapy may be of value for certain drug-dependent patients, especially females.

Growe, Glenn A. "Parental Behavior and Self-Esteem in Children," *Psychological Reports*, Vol. 47 (October, 1980), 499–502.

The author studied 123 fifth and sixth grade students by administering the Self-Esteem Inventory and the Cornell Parent Behavior Description. Correlations between self-esteem and three aspects of parental behavior (rejection, indulgence, and autonomy) indicated that parental behavior was more highly related to boys' than to girls' self-esteem.

Hales, Susan. "The Development of Self-Esteem: A Longitudinal and Cross-Sectional Analysis," *The Saybrook Perspective* (1981).

Hales, Susan. "A Developmental Theory of Self-Esteem Based on Competence and Moral Behavior," *The Saybrook Perspective* (1979).

Hales, Susan. "Valuing the Self: Understanding the Nature of Self-Esteem," *The Saybrook Perspective* (Winter, 1990).

A companion piece to this article is to be published at a future date.

Halpin, Glennelle, Gerald Halpin, and Thomas Whiddon. "The Relationship of Perceived Parental Behaviors to Locus of Control and Self-Esteem Among American Indian and White Children," *Journal of Social Psychology*, Vol. 111, Second Half (August, 1980), 189-95.

The authors administered the Perceived Parenting Questionnaire, Intellectual Achievement Responsibility Questionnaire, and Self-Esteem Inventory to 59 American Indians and 141 white males and females twelve to eighteen years of age. Positively related to internal locus of control were instrumental companionship, nurturance, principled discipline, and achievement pressure. Negatively related was external punishment. This trend held across both groups, and parental antecedents of locus of control and self-esteem were not significantly different for Indians and whites.

Hannum, T.E., F.H. Borgen, and R.M. Anderson. "Self-Concept Changes Associated with Incarceration in Female Prisoners," *Criminal Justice and Behavior*, Vol. 5 (September, 1978), 271–79.

Changes in self-concept associated with a period of incarceration were investigated in 73 women admitted to the Iowa women's reformatory. Their self-concept generally improved over a six-month period. At admission, the women were given a battery of admission tests in addition to a 24-item self-concept scale. When the same tests were given six months later, general improvement was noted. The women generally felt that they were more skilled, better looking, more relaxed, and smarter. The authors hypothesize that the newly admitted prisoner is in a period of low self-esteem and returns to her norm after a period of adjustment. Some of the change is also attributed to the active educational programs in the institution.

Hare, Bruce R. "Black and White Child Self-Esteem in Social Science: An Overview," *Journal of Negro Education*, Vol. 42 (Spring, 1977), 141–56.

This study explores the relationship between the self-esteem of blacks and the values of the white normative group. Development of self-esteem among children and the impact of socioeconomic status on this factor are also considered. The role of significant others in the development of self-esteem and the implications of relating to the perspectives of significant others in a dominant class are discussed. The development of a black consciousness that promotes the ability of black children to select references from within their own group is stressed.

Hare, Bruce R. "Racial and Socioeconomic Variations in Pre-Adolescent Area-Specific and General Self-Esteem," *International Journal of Intercultural Relations*, Vol. 1 (Fall, 1977).

The author studied 210 fifth grade students to assess whether children of varying backgrounds differ in their levels of general and area-specific (school, peer, and home) self-esteem (as measured by an author-developed scale). Findings indicate that there were variations in general and area-specific self-esteem across both racial and socioeconomic lines, although there were no significant differences by sex. Results also suggest that low socioeconomic status exercises a greater negative influence on self-esteem than does race.

Hunter, Kathleen, Margaret Linn, and Rachel Harris. "Characteristics of High and Low Self-Esteem in the Elderly," *International Journal of Aging and Human Development*, Vol. 14 (1982), 117–126.

Self-esteem is fundamental to the elderly person's experience of life. This experiment studied 250 subjects who were 65 years of age or older. The background and personality characteristics associated with low and high self-esteem in the elderly were examined.

Jacques, Jeffrey M., and Karen J. Chason. "Self-Esteem and Low Status Groups: A Changing Scene?" *Sociological Quarterly*, Vol. 18 (Summer, 1977), 399–412.

To ensure the widest possible test of the hypothesis that individuals with lower ascribed or achieved status would demonstrate lower levels of self-esteem than higher status individuals, 972 subjects completed questionnaires, including the Rosenberg Self-Esteem Scale. Data indicated that subjects with lower ascribed status did not, as a group, have lower self-esteem scores than subjects with higher ascribed status. However, subjects with lower achieved status in the areas of educational attainment and occupational prestige did have lower self-esteem scores than did the subjects of higher achieved status.

Jacquish, Gail, and R.E. Ripple. "Cognitive Creative Abilities and Self-Esteem Across the Adult Life Span," *Human Development*, Vol. 24 (1981), 110–19.

This article explores the relationship between divergent thinking and self-esteem in persons of different age groups throughout the adult life-span: 218 subjects from eighteen to eighty-four years of age responded to a variety of personal data inventory and test instruments. Higher self-esteem significantly predicted divergent thinking across age groups; age itself did not account for a significant amount of the variance in divergent thinking scores.

Kelley, T.M., A.H. Kiyak, and R.A. Blak. "Changes in Self-Esteem Among Pre-Delinquent Youths in Voluntary Counseling Relationships," *Juvenile and Family Court Journal*, Vol. 29 (May, 1978), 13–19.

The authors examine the effects of long-term and short-term counseling on the self-esteem of 21 delinquency-prone youths in a Detroit, Michigan, juvenile court diversion program.

Lee, Judith A. "Human Relatedness and the Mentally Impaired Older Person," *Journal of Gerontological Social Work*, Vol. 4 (Winter, 1981), 5–15.

The author examines some assumptions about organically impaired elderly persons by observing the interactions of an eighty-two-year-old participant in an effective summer day program as she participated in group therapy with her peers. Through the group process, this victim of Korsakov's syndrome improved in self-confidence and lucidity enough to be able to function within a health-related facility. The model is based on the helping principles applied in the life model. A sense of self is restored through relationships with others.

McAlindon, Harold. "Education for Self-Actualization," *Training and Development Journal*, Vol. 35 (October, 1981), 85.

The author suggests that education, in its broadest sense, is the only real hope for improving the quality of the future. When people learn to become self-actualized persons, they can improve organizations, neighborhoods, families, and societies. The author discusses ways in which training and education should shift in order to make these improvements possible. The article concludes that the future is not predetermined but will go in the direction that human beings take it.

McElroy, Dierdre, and William H. Bernstein. "The Role of Parents in Developing Self-Esteem in a Hearing Impaired Child," *Volta Review*, Vol. 78 (September, 1976), 219–23.

Because hearing-impaired children, except for those attending residential schools, spend the greater part of their lives in the home and local community, it is necessary that parents understand their important role in the development of the "whole child." By developing an increased sensitivity to the special needs of the hearing-impaired child (e.g., the child's need to know that he or she can control his or her environment), parents can create a home environment designed to encourage their child's self-esteem and help promote his or her success as a citizen of the larger world.

Muller, Douglas. "The Development of Self-Concept in Mexican American and Anglo Students," *Hispanic Journal of Behavioral Sciences*, Vol. 1 (June, 1979).

The author compared the self-concept and self-esteem of 175 Mexican American and 268 Anglo students in grades three through eight. The positiveness of self-concept and self-esteem was assessed in the areas of physical maturity, peer relations, academic success, and school adaptiveness.

Oppenheimer, Audrey. "Triumph Over Trauma in the Treatment of Child Abuse," *Social Casework*, Vol. 59 (June, 1978), 352–58.

A family service agency in Pasadena, California, has devised a treatment model that is successful in providing multidisciplinary humanistic aid to child abuse victims and their families. The Foothill Family Service is a nonprofit counseling agency dedicated to strengthening and harmonizing family life. The program aimed to make children healthier by sending parents away to day camp. A series of weekend experiences was offered to parents combining traditional psychotherapy and family life education with nontraditional uses of recreation, music, and art. Specific goals were to teach parents constructive parenting skills. A four-part format was adopted that emphasized self-esteem, self-gratification, mutual sharing, and empowerment. It was found that the most effective antidote in the treatment of abusive parents was to provide them with hope, self-esteem, and education.

Puglisi, J. Thomas, and Dorothy W. Jackson. "Sex Role Identity and Self-Esteem in Adulthood," *International Journal of Aging and Human Development*, Vol. 12 (1980-81), 129–38.

Sex role identity (Bem Sex Role Inventory) and self-esteem (Texas Social Behavior Inventory) were examined in a cross-sectional sample of 2,069 university students, employees, and alumni between the ages of seventeen and eighty-nine years. Both men and women displayed peak masculinity scores in the middle years of adulthood, with no significant differences in femininity scores across the age range. Among both men and women, psychologically androgynous individuals displayed the highest levels of self-esteem, followed by masculine sex-typed, feminine sex-typed, and "undifferentiated" individuals. Masculinity was a better predictor of self-esteem than was femininity.

Rodin, Judith, and Ellen Langer. "Aging Labels: The Decline of Control and the Fall of Self-Esteem," *Journal of Social Issues*, Vol. 36 (1980), 12–29.

The authors describe several studies that investigated how negative labeling and stigmatization of the elderly might contribute to behavior that would confirm prevalent stereotypes of old age and lead to lowered self-esteem and diminished feelings of control.

Rosenberg, Florence R., and Morris Rosenberg. "Self-Esteem and Delinquency," *Journal of Youth and Adolescence*, Vol. 7 (September, 1978), 279–91.

The authors examined whether self-esteem has a greater effect on delinquency than delinquency has on self-esteem. Data was taken from a nationwide study of

tenth grade boys. Findings indicate that self-esteem is the more powerful causal factor even when initial levels of delinquency are held constant.

The Self Helper. The California Self-Help Center Quarterly for Support Group News.

This newsletter addresses support groups such as Cocaine Anonymous. It affords practical suggestions for initiating mutual support groups and for the facilitation of networking.

Steffenhagen, R.A. "Toward a Self-Esteem Theory of Drug Dependence: A Position Paper," *Journal of Alcohol and Drug Education*, Vol. 22 (Winter, 1977).

Based upon self-esteem theory and the individual psychology of Alfred Adler, an explanation of the nonuse, social use, and abuse of drugs is presented. Reasons for the success and failure of other therapeutic models in the treatment of drug abuse are also discussed.

Stotland, E. "Self-Esteem and Violence by Guards and State Troopers at Attica," *Criminal Justice and Behavior*, Vol. 3 (March, 1976), 85–96.

A theory is presented in which emotional violence is related to efforts to protect self-esteem and the sense of competence. In this theory, necessary conditions for violence include its legitimation, the ability to engage in violence as part of the self-concept, and threats to self-esteem. The instances of excessive violence by state troopers and guards in retaking Attica prison are explained by the application of the theory.

Thomas, Caroline B. "Stamina: The Thread of Human Life," *Psychotherapy and Psychosomatics*, Vol. 38 (September, 1982), 74–80.

This article focuses on the human qualities that contribute to future health. In a prospective study, 1,337 medical students, who were measured and tested at a mean age of 23 years, were followed for up to 33 years. As the subjects developed disease or died prematurely, youthful psychological profiles characterizing several major disorder groups were distinctive. Subjects in midlife who had remained in good health had had youthful profiles suggesting self-esteem, a warm relationship with parents, a flexible approach to life, and minimal nervous tension under stress. A striking finding was that the Family Attitude Questionnaire showed that the cancer and mental disorder groups were similar in their lack of closeness to parents.

Widom, C.S. "Female Offenders—Three Assumptions About Self-Esteem, Sex-Role Identity, and Feminism," *Criminal Justice and Behavior*, Vol. 6 (December, 1979).

The validity of three assumptions about self-esteem, sex-role identity, and feminism in female offenders was empirically investigated in a study of 73 women awaiting trial in Massachusetts. The results did not support assumptions regarding low self-esteem and increased masculinity in female offenders as hypothesized. The study suggests that the level of expressiveness is important in understanding certain aspects of criminal behavior.

DISSERTATIONS AND OTHER MATERIALS

(Note: Dissertations may be ordered from University Microfilms, Inc., P.O. Box 1307, Ann Arbor, MI 48106. Be sure to include the order number listed after the title.)

Alonzo, T.M. "Self-Esteem and the Theory of Prisonization—A Review of the Literature." Article: Pennsylvania Association on Probation, Parole and Correction, Camp Hill, PA 17011, [n.d.].

This article focuses on the prison's effects on inmates' self-esteem and the relationship to theories of prisonization (the assimilation of deviant norms and values and an incorporation of the inmate culture into the inmate's personality).

Arnold, Regina Ann. "Socio-Structural Determinants of Self-Esteem and the Relationship Between Self-Esteem and Criminal Behavior Patterns of Imprisoned Minority Women." Order No. DEM80-07893. Bryn Mawr, Penn.: Bryn Mawr College, 1980 (doctoral dissertation).

Results are reported from a study that examined the derivatives and measurement of self-esteem in a lower income, black female inmate population. Patterns indicated that respondents who perceived themselves as criminal and "bad" identified with criminal subculture and scored high on the self-esteem scales; the respondents who perceived themselves as noncriminal and "good" identified less with the criminal subculture and scored low on self-esteem. Variation in self-esteem was found to be related to family problems, drug addiction, and contact with agencies of social control.

Averill, Carol Anne. "An Examination of the Relationship of Self-Esteem to Parental Support and Control, Internal-External Locus of Control, and Social Desirability in Parents from a Low-Income, Multi-Ethnic Community." Order No. DBJ77-27326. Kansas City: University of Missouri at Kansas City, 1977 (doctoral dissertation).

Bean, Reynold, and Harris Clemes. *The Whole Child Series: Handbooks for Parents and Teachers*. Group Home Society, 2941 Park Ave., Suite C, Soquel, CA 95073, [n.d.].

These handbooks offer practical techniques for dealing with youngsters from ages two to eighteen years. The authors offer sound advice as family counselors in areas that are most important to a child's development. The Whole Child Series is dedicated to the concept that children are adults-in-training and that a happy, secure,

and responsible child will become a successful adult, able to cope with the stresses of the real world. The four books are entitled *How to Raise Children's Self-Esteem, How to Raise Teenagers' Self-Esteem, How to Discipline Children Without Feeling Guilty, and How to Teach Children Responsibility.*

Bhajan, Yogi. "Kundalini Lecture Series." Los Angeles: G.T. International, [n.d.].

This series is directed to help the individual live to an elevated destiny with a character of ever-increasing human excellence and self-esteem. The topics include Human Caliber; Contrast Consciousness; Mysteries of the Unknown; Secrets of Happiness; Applied Intelligence; The Mind: Its Properties, Polarities, and Projections; Romance and Reality; Identity and Identity Crisis; The Power of Projection; The Radiant Body.

Bhajan, Yogi. "Man to Man." Los Angeles: G.T. International, [n.d.] (lecture series).

This material explains the personal responsibilities of the man and maps out the path for living with high self-esteem, dignity, and nobility as a man in modern times. The topics include Man to Man; Inside the Real Man; Growing As a Man; The Real Strength of the Man; Sex, Success, and Prosperity; The Successful Man; The Invincible Man; The Blocks Men Can't Talk About.

Bhajan, Yogi. "Survival Kit: For Stress and Pressures of the Times." Los Angeles: G.T. International, [n.d.].

This is a collection of meditations for nearly every conceivable emergency or to prevent emergencies from happening. Meditations are given for alleviating depression, anger, earthquake anxiety, insanity, and for tranquilizing the mind; 25 additional techniques are given for exercising one's personal potential to live a healthy, happy, and successful life. These meditations encourage the nurturance of self-esteem on a daily basis.

Bhajan, Yogi. "Women in Training." Los Angeles: G.T. International, [n.d.] (lecture series).

This lecture series encourages women to live healthy, vigorous lives based on a multigenerational study of the feminine psyche. Self-esteem issues are covered in depth. The topics include All Things Come From God, All Things Go to God; The Beaming Faculty of Women; Comparative, Comprehensive Communication; Depth, Dimension, and Direction; The Oriental Woman; The Psychology of the Graceful Woman; The Psychology of the Invincible Woman; The Excellence of Woman; The Art and Science of the Woman. The series represents 11 years of lectures at a women's training camp during the summers in New Mexico (1976–86).

Brown, Ron J. "Structure of Santa Ana Unified School District and the Public Education System of Sweden." Report: Valley High School, 1801 S. Greenville St., Santa Ana, CA 92704.

California Commission on Educational Quality, Report to the Governor: A Strategy for High Performance Education in California. Governor's Office of Education, State Capitol, Rm. 1145, Sacramento, CA 95814.

Conrow, M.A. "Exploration of Sex Role Concepts as They Reform to Self Concepts, Institution Performance, and Institutional Adjustment." Research Report: National Criminal Justice Reference Service, Microfiche Program, Box 6000, Rockville, MD 20850, 1978.

The results of a study on sex-role concepts among correctional residents (Fort Worth, Texas) are summarized. Recent research on sex-role stereotypes has suggested that the traditional feminine stereotype may be opposed to positive mental health. The study was designed to explore the relationships between sex-role concepts and self-esteem and between sex-role concepts and institutional adjustment among residents of a federal correction institute. Findings supported other research indicating that the traditional feminine sex-role stereotype is not positively related to good mental health and adjustment.

The Consulting Psychologists Press Catalog. Palo Alto, Calif.: Consulting Psychologists Press, 1989.

Dunbar, Sharon M. "College Women's Self Esteem and Attitudes Toward Women's Roles." Order No. DAH76-05549. East Lansing: Michigan State University, 1976 (doctoral dissertation).

Dussich, John Peter Joseph. "Self-Esteem and Imputations: An Interactionist Perspective of Work-Release." Order No. DAH76-02637. Tallahassee: Florida State University, 1976 (doctoral dissertation).

This dissertation addresses how the self-esteem of offenders assigned to work-release programs is affected by the interactions they have with correctional counselors and work supervisors. The findings indicate that if counselors and work supervisors make positive imputations toward an inmate, the inmate's self-esteem will be high; if the imputations are negative, the inmate's self-esteem will be low.

"Educational Programs That Work" (Thirteenth edition). List of Programs: Sopris West, Inc., 1120 Delaware Ave., Longmont, CO 80501, 1987.

Fettig, Art. *Just Say Yes Activity Book.* Battle Creek, Mich.: Growth Unlimited, Inc., [n.d.].

Hogg, J.A. "Female Adolescent Prostitution—A Humanistic Model for Intervention and Therapy." Eugene: University of Oregon, 1979 (master's thesis).

Female juveniles often run away from home and go into prostitution because of negative identity development and lack of meaningful alternatives. A survey of the literature, interviews with girls under eighteen years of age who had engaged in prostitution, and interviews with counselors who work with these girls were used to collect data for developing a composite picture of the adolescent prostitute. The girls develop low self-esteem as the result of negative home, school, and peer experiences. Child abuse, sexual abuse, and neglect are often found in their home backgrounds. If the girls develop self-esteem, become angry at the victim role, and are given alternatives through career training, change is possible.

Hutchins, Eric. "Self Esteem in the Scheme of Things That Matter." Paper: Material Safety Data Systems, Inc., 2674 East Main St., Suite C-107, Ventura, CA 93003-2899.

Johnston, P.S. "School Failure, School Attitudes and the Self-Concept in Delinquents." Unpublished dissertation: ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

Adolescent male students from three British Columbian schools were studied in order to determine differences among delinquents, nondelinquents, and probationary-delinquent adolescents with respect to self-concept, attitudes toward school, and levels of school achievement. The results supported the theoretical position that school failure and delinquency are significantly associated. Results also suggest that juvenile delinquency prevention programs often fail because they overlook the crucial roles of school failure and low self-esteem in promoting delinquency.

Jones, Dolores. *Strengthening the Educational Link.* Booklet: P.O. Box 368, Dobbins, CA 95935.

This is a parenting involvement booklet.

Kramer, John Henry. "Impact of Adjudication upon Self-Concept and Neutralization—A Before-After Study." Order No. 75-23058. Iowa City: University of Iowa, 1975 (doctoral dissertation).

In a short-term longitudinal study, the self-concept and use of neutralization of a sample of misdemeanants were tested before and after adjudication to determine the effect of adjudication on self-concept, and the results were analyzed. The data indicated that self-concept measures changed significantly immediately following arrest and again after the case disposition.

Laskey, Patrick J. *I Can Do It: Becoming a Successful Person.* Booklet: 7664 Kreth Rd., Fair Oaks, CA 95628, (916) 965-5799, (916) 961-7386, 1989.

This booklet was designed for students by a classroom teacher. It addresses the belief in self, individual uniqueness, goal setting, and the importance of choice.

Lyle-Gray, Brenda, and Carole Brown. "Diversions." Program: Jordan Communications, P.O. Box 090410, Kansas City, MO 64109.

This is a self-awareness and motivational program for children.

Melton, Janice Marie. "Self-Esteem Enhancement in the Elementary School Setting." Fresno: School of Health and Social Work, California State University, [n.d.].

"Name Calling." Brochure: Equity Institute, Inc., Heterosexism/Homophobia Educators Program, Box 458, Amherst, MA 01004.

"Our Children's Self-Esteem: Thoughts for Parents and Teachers." Pamphlet: Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, (408) 438-4060.

Recommended by the National PTA Association as a self-esteem resource, this pamphlet describes self-esteem and tips for helping children achieve it.

Palladino, Connie. "Focus: A Professional Development Program." Palo Alto, Calif.: Consulting Psychologists Press, [n.d.] (program).

The author presents an integrated approach to the use of test batteries and self-assessment exercises in describing the "whole person." The program has two main components: a Counselor's Guide and a Client's Guide. More than 50 pages of reproducible masters are included on topics such as "Action Plan for Success" and "How to Convey a Positive Self Image."

"Parental Primacy in the Raising of Children." Brochure: California Catholic Conference, 1010 11th St., Suite 200, Sacramento, CA 95814-3807.

Prather, Faith. "A Family Environment, Self-Esteem, and the Pregnancy Status of Adolescent Females." Order No. DEN81-14704. Buffalo: State University of New York at Buffalo, 1981 (doctoral dissertation).

Price, Buster D. "The Way of Inquiry: An Introductory Lecture." Essay: c/o A. Bartoe, 15040 Valeno St., Van Nuys, CA 91405.

Roland, Allen. "The Chrysalis Report." Research report: 18925 Robinson Rd., Sonoma, CA 95476.

This is a research project about the connection between disease and one's belief about oneself.

Rounds, J. "Problems in a Measure of Self-Esteem in a Correctional Setting." Report: Massachusetts Department of Corrections, Boston, MA 02202, 1975.

In this study the California Self-Esteem Measure applied to inmates was found contaminated by both social desirability and Machiavellian tendencies in those tested. The study concludes that any attitudinal measure employed in correctional research, when not originally developed from or tested on an inmate population, should be seriously questioned as to reliability.

"Self Esteem Reading List." Palladino and Associates, 900 Welch Rd., Suite 14, Palo Alto, CA 94304, (415) 321-2151.

This reading list is available on request. The list is organized into categories: Self-Esteem, Self-Motivation, Time Management/Goal Setting, Personal Development, Assertiveness, Dress/Color, Money Management, and Career Development/Job Search/Career Change.

Silton, Lynn G. "Parenting Themes and Methodologies and Their Possible Relation to Success." San Francisco: University of San Francisco, [n.d.] (master's thesis).

This thesis is available from the University of San Francisco, Publications, Lone Mountain Campus, San Francisco, CA 94118.

"Student Public Service and the Human Corps." Program: California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814

"The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults." Princeton, N.J.: Educational Testing Service, 1987.

Thornsley, W.S. "Impact of an Organized Varsity Sports Program in the Pennsylvania Bureau of Correction As It Relates to Inmate Self-Esteem." Report: Pennsylvania Bureau of Corrections Planning and Research, Camp Hill, PA 17011, 1979.

The author sought to determine whether inmate participation in organized varsity sports programs is associated with inmate self-esteem. The results indicate that participation in organized varsity sports has no impact on inmate's self-esteem, but the organized sports program attracts inmates who have already established a sound level of self-esteem prior to athletic involvement.

Utopian Classroom. Journal: Performing Arts Social Society, Inc., 543 Frederick St., San Francisco, CA 94117.

This is a journal of self-esteem enhancement.

Well-Being Journal. Journal: 1087 S. Winchester Blvd., San Jose, CA 95128.

"Youth Development Profile" and "The Child's Profile." Minneapolis, Minn.: Performax Systems International, Carlson Learning Company, [n.d.].

The Child's Profile provides adults with an in-depth analysis of a child's behavioral tendencies and helps the child build self-esteem. The Youth Development Profile enables adolescents to identify and understand their own behavioral patterns while they build self-esteem and confidence.

AUDIOTAPES AND VIDEOTAPES

About Self-Esteem. Videotape. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373, (413) 665-7611. Contact: Susan Van Deusen, Account Executive (San Francisco) (800) 828-2827.

This video presentation clarifies the role of self-esteem and its importance to mental health. The video is a self-help presentation that enables viewers to assess their own level of self-esteem.

All Children Learn Differently. Videotape, 30 minutes. Learning Disabilities Association of California, Orange County Chapter, P.O. Box 25772, Santa Ana, CA 92799-5772, (714) 646-0133. Contact: Joyce Riley, Executive Director

This videotape, narrated by Steve Allen, presents some innovative approaches to the remediation of learning disabilities. The pathways to better learning and enhanced self-esteem include nutrition, brain physiology, perception, language acquisition, and appropriate education. A dozen professionals, in addition to students and their parents, explore the world of learning disabilities.

Believe in Yourself and Make It Happen. Audiotape, 45 minutes. Palladino and Associates, 900 Welch Road, Suite 14, Palo Alto, CA 94304, (415) 321-2151.

This motivating and informative tape, with its accompanying guide, "Your Action Plan to Success," was designed to give you an overview of ways to increase your feelings of self-esteem. Dr. Connie Palladino shares her thoughts on how to believe in yourself and make success happen.

Building Self-esteem in Children, in Relationships, and in the Workplace. Group Home Society, 2941 Park Ave., Suite C, Soquel, CA 95073.

This is a videotape series presented by Reynold Bean. *Strategies for Employee Satisfaction in the Work Place* is a discussion about the importance of employees feeling good about themselves, their coworkers, and the company. *Self-Esteem and Interpersonal Relationships* addresses the four conditions of self-esteem—the feelings of being special, connected, and powerful and of having meaning in life. *Your Child's Self-Esteem* is a compilation of suggestions from parents and teachers about fostering self-esteem.

Building Self-esteem in the Classroom: The Experts Speak. Hanoch McCarty & Associates, Inc., 19800 Fairmount Blvd., Cleveland, OH 44118,(216) 371-3711; or Self-Esteem Seminars, 6035 Bristol Pkwy., Suite G, Culver City, CA 90230, (213) 337-9222.

This program was coauthored by Hanoch McCarty, Jack Canfield, Constance Dembrowsky, Sandy McDaniel, Peggy Bielen, Frank Siccone, and Sidney Simon. This is an album containing six 90-minute audiocassettes with practical suggestions for enhancing self-esteem in the classroom.

Choices and Decisions. Edge Learning Institute, 7121 27th St. West, Tacoma, WA 98466.

This new video educational program, designed for the middle schools, includes eight units. The contents address potential, attitudes, imagination, self-esteem, goals, plan of action, and choices and decisions. The program was developed by Bob Moawad.

Drug Free Kids. Videotape, 70 minutes; four audiocassettes, 30 minutes each. Cassette Productions, 5796 Martin Road, Irwindale, CA 91706, (800) 635-2881.

The topics include understanding and overcoming the challenges that parents and teachers face, with the emphasis on prevention. The package of one videotape and four cassettes features film star Morgan Fairchild.

Escape Al Cautiverio (Escape to Captivity). Alternative Action Programs, 2511 So. Barrington Ave., Los Angeles, CA 90064.

Videotaped in Spanish, this program addresses drug abuse prevention. Contact Dennis Giroux for details.

K.I.D.S. Television Network: 33 Wren Valley, Eureka, MO 63025. Contact: Nancy Joyce, 1263 Schuetz Road, St. Louis, MO 63017, (314) 993-KIDS.

K.I.D.S. celebrates the creativity of children all over the world. A copy of the K.I.D.S. Covenant is available on request.

No-No the Little Seal: A Story for Very Young Children That Tells About Sexual Abuse, by Sherri Patterson. Book and Audiocassette. New York: Random House, Inc., 1986.

Politics for Growing Humans. Audiotape (#1484), two hours. New Dimensions Foundation, P.O. Box 410510, San Francisco, CA 94141, (415) 563-8899.

This presentation by Assemblyman John Vasconcellos addresses the need for a more humanistic, integrated approach to politics. Assemblyman Vasconcellos speaks to leadership, economic perspectives, and the need for all Californians to acknowledge their responsibility as co-creators of a healthier state.

POPS. Positive Communications, Inc., 70 Route 22, Pawling, NY 12564, (914) 855-9600.

This is a multimedia video and audio self-esteem program designed for elementary students. It was field-tested in all the West Virginia elementary schools during the 1988-89 school year and received positive reviews. Write for more information.

Raise Your Self-Esteem, by Nathaniel Branden. Audiotape (ISBN 0-5534-5144-8). Bantam Audio Publishing, 414 E. Golf Road, Des Plaines, IL 60016, (800) 223-6834.

This tape is one of a series focusing on the many aspects of self-esteem. Mr. Branden explores the self and relationships and provides specific steps to take to nurture self-esteem.

Self Esteem, by Denis Waitley. Audiotape. Contact: Dan Shea, 701 Palomar Airport Road, Suite 300, Carlsbad, CA 92009, (619) 431-9865.

1987 Self-Esteem Conference. Audiotape Album (46 cassettes). Convention Cassettes, 41-550 Eclectic, Suite C-140, Palm Desert, CA 92260, (619) 773-4498.

This album features all the speakers who gave presentations at the first Southern California Self-Esteem Conference. Included are Wally "Famous" Amos, Michele Borba, Jack Canfield, Marie Reese, Uvaldo Palomares, Connie Dembrowsky, Carol Allred, Robert Reasoner, Barbara Vitale, Sandy McDaniel, Peggy Bielen, Sid Simon, Caldwell Williams, Gene Bedley, Assemblyman John Vasconcellos, and 30 other leading practitioners in the field of self-esteem. (Individual cassettes are available.)

1988 Self-Esteem Conference. Audiotape Album (48 cassettes). Convention Cassettes, 41-550 Eclectic, Suite C-140, Palm Desert, CA 92260, (619) 773-4498.

This album features all the speakers presented at the second Southern California Self-Esteem Conference. Included are Jack Canfield, Jean Illsley-Clarke, Marie Reese, Uvaldo Palomares, Robert Reasoner, Gail Dusa, Ron Rowland, Lee Cantor, Jordan Paul, Hanoch McCarty, John Hart, Jim Tuman, Bill McGrane, Reynold Bean, Margarita Suarez, Mark Victor Hansen, Martin Rutte, Brandon Hall, Bettie B. Youngs, David Brooks, Barbara Vitale, Sandy McDaniel, Peggy Bielen, Sid Simon, Caldwell Williams, Gene Bedley, Assemblyman John Vasconcellos, and 21 other leading practitioners in the field of self-esteem. (Individual cassettes are available.)

Self-Esteem in the Classroom, by Jack Canfield. Audiotape (three cassettes). Self-Esteem Seminars, 6035 Bristol Pkwy., Suite G, Culver City, CA 90230, (213) 337-9222.

The tape presents live, in-service training on the principles and methods of developing self-esteem in an educational setting.

Self-Esteem in the Classroom, by Jack Canfield. Videotape, two hours. Self-Esteem Seminars, 6035 Bristol Pkwy., Suite G, Culver City, CA 90230, (213) 337-9222.

This video focuses on the principles and methods of developing high self-esteem in school.

Strategies for Employee Satisfaction. Videotape. Video-SIG, 1030 C East Duane Ave., Sunnyvale, CA 94086, (408) 730-9291.

Stress and Energy in the Learning Process. Videotape. Hanoch McCarty & Associates, Inc., 19800 Fairmount Blvd., Cleveland, OH 44118, (216) 371-3711.

Based on the innovative model by Dr. Hanoch McCarty, the videotape explores the relationship between student stress and academic achievement. The focus is on the nature of student attentiveness and the retention of classroom material. The model features practical techniques applicable to lowering student stress, maximizing attentiveness, and enhancing self-esteem.

Understanding Ourselves. Group Communications, P.O. Box 491, Claremont, CA 91711, Sandy Hester, President.

This is a self-help video program.

What I Think Is Why It Is. Audiotape. Rosa Mazone, 6305 W. 6th Ave., D-19, Lakewood, CO 80214, (303) 233-5365.

Who I Am Makes a Difference: Enhancing Self Esteem, by Helice Bridges. Audiotape. Difference Makers, Inc., P.O. Box 2115, Del Mar, CA 92014-1415, (619) 481-6019.

The tape tells how one person and the "Who I Am Makes a Difference" blue ribbons have touched the lives of nearly one-half million people around the world. (The eight-step Blue Ribbon Ceremony and blue ribbons are also available from this nonprofit educational organization.)

You Are Wonderful. (A Three-Cassette Album Designed to Improve Self-Concept). Evelyn Fuqua, Ph.D. P.O. Box 302, Rocklin, CA 95677-0302.

The material on these tapes was adapted from presentations in the manual, *Developing Right Hemisphere Thinking*, by Dr. Fuqua. The manual was based on the results of Dr. Fuqua's doctoral dissertation, *Relaxation, Guided Imagery, and Positive Suggestion to Improve Reading Skills of Fourth, Fifth, and Sixth Grade Students*. Although these tapes were developed to be suitable for entire classrooms, the recordings can be used effectively at home as well. Research indicates that this approach to learning is most effective for regular education students of all ages, as well as for those students with identified learning disabilities. The tapes contribute to the development of a positive self-concept. It is desirable to attend a training seminar conducted by Dr. Fuqua prior to using the program, but complete instructions are included on the tapes. Music by Steve McLinn on the Ojas Synthesizer System is also included.

Young People and Self Esteem. Videotape. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373, (413) 665-7611. Contact: Susan Van Deusen, Account Executive (San Francisco) (800) 828-2827.

This video program raises teens' awareness of individuality. There are interviews with young people eleven to eighteen years old, and experts speak to the specific concerns of teens, such as friendship, social development, and meaningful relationships.

Appendix E

Self-esteem Assessment Instruments

This appendix includes descriptions of some generally recognized assessment instruments and techniques. Since the Task Force did not evaluate in detail each of the instruments listed, it will be the responsibility of the user to determine which of them meets his or her needs.

BEHAVIORAL ACADEMIC SELF-ESTEEM SCALE

Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444

Written by Stanley Coopersmith and Ragnar Gilberts, *BASE* is an observational rating scale that assesses the academic self-esteem of children from preschool (age four) through grade eight (age fourteen). The scale can be filled out by a teacher, a parent, or a professional with access to sustained direct observation of the child. *BASE* assesses student initiative, social attention, success/failure, social attraction, and self-confidence. The test typically takes five minutes to score and interpret.

CHILD ANXIETY SCALE

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Developed by John S. Gillis, this instrument screens children in kindergarten through grade five for anxiety-based disturbances. It is group-administered in 15 minutes, with all instructions and test questions on an audiocassette tape. The specifically designed answer sheet is geared for children.

THE CHILD BEHAVIOR RATING SCALE

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by Russell N. Cassel, this is a brief, objective assessment of the behavior and personality of children from preschool through grade three. The instrument consists of 78 brief statements, to be rated by someone familiar with the child, on a scale of six values ranging from "yes" to "no." It provides a profile of a child's adjustment in five areas—self, home, social, school, and physical—as well as a total personality adjustment score.

CHILDREN'S PROBLEMS CHECKLIST

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by John A. Schinka, this is a checklist for children five through twelve years of age, to be completed by the parent or guardian. It consists of 202 items which survey the following areas: emotions, self-concept, peers, school, language/thinking, values, habits, and health.

COOPERSMITH SELF-ESTEEM INVENTORIES

Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444

Written by Stanley Coopersmith, the *CSEI*s are brief self-report questionnaires measuring attitudes toward the self in social, academic, and personal contexts. Two forms are available: the school form for children aged eight to fifteen, and the adult form for ages sixteen and above. This instrument lends itself to classroom screening, pre- and post-evaluation, and individual diagnosis.

CULTURE-FREE SELF-ESTEEM INVENTORIES FOR CHILDREN AND ADULTS

Special Child Publications
4535 Union Bay Place NE
Seattle, WA 98105

These instruments, authored by James Battle, are designed both to help identify children, youths, and adults who are in need of psychiatric help and to provide general information for the professional helper or researcher.

EMOTIONS PROFILE INDEX

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

This personality test by Robert Plutchik and Henry Kellerman provides information about various basic traits and conflicts. Based on eight emotion dimensions, the instrument uses four bipolar scales to measure these dimensions: timid vs. aggressive, trustful vs. distrustful, controlled vs. dyscontrolled, and gregarious vs. depressed.

Designed for adolescents and adults, the index contains 62 forced-choice items. The examinee chooses which of two paired words best describes the self.

THE ESSI SYSTEMS STRESSMAP

ESSI Systems
764 A Ashbury St.
San Francisco, CA 94117
(415) 759-9366

This instrument includes self-assessment scales on self-esteem, positive outlook, and personal power. It pinpoints strengths and weaknesses and detects burnout zones. The tool assists individuals in charting new strategies for enhancing personal health and overall performance. *The ESSI Systems StressMap* has three separate sections: the Questionnaire, the Scoring Grid, and the New Directions Workbook.

THE FORER STRUCTURED SENTENCE COMPLETION TEST

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by Bertram R. Forer, this sentence completion test is available in separate forms for men, women, adolescent boys, and adolescent girls. Each form contains 100 items which gauge attitude-value systems, individual differences, and dynamic interrelationships. The test is easily scored, and objective interpretation is assisted by a checklist.

INFERRED SELF-CONCEPT SCALE

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by E. L. McDaniel, this scale incorporates a method of determining the self-concept of children in grades one through six. The child's self-concept is inferred from behavior manifested in the school setting as a teacher or a counselor rates the child on a 5-point frequency scale from "Never" to "Always" on 30 statements describing various behaviors. This scale is especially helpful with nonverbal or bilingual children because no language is required by the child. The test can be quickly scored and interpreted.

JACKSON PERSONALITY INVENTORY (JPI)

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Developed by Douglas N. Jackson, this standardized personality assessment is appropriate for adolescent and adult populations of average or above-average intelligence. The inventory is a 320-item true-false test, with 15 scales and one validity score. It takes 45 minutes to administer and addresses such areas as self-esteem, energy level, tolerance, responsibility, risk taking, and social participation. The test can be quickly scored and interpreted.

MARTINEK-ZAICHKOWSKY SELF-CONCEPT SCALE FOR CHILDREN

Psychologists and Educators, Inc.
211 West State St.
Jacksonville, IL 62650

Children are administered a self-report instrument that uses pictures instead of words. The authors, Thomas J. Martinek and Leonard D. Zaichkowsky, state that this is a "culture-free" test that measures the "global self-concept of children from first grade through eighth grade."

MURPHY-MEISGEIER TYPE INDICATOR FOR CHILDREN

Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444

Written by Charles Meisgeier and Elizabeth Murphy, this instrument provides a means for determining the Jungian types of children. It is most appropriate for identifying the learning styles of children, and it consists of 70 items measuring the same four scales as the *Myers-Briggs Type Indicator*.

MYERS-BRIGGS TYPE INDICATOR

Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444

Developed by Isabel Briggs Myers and Katharine C. Briggs, this instrument is a measurement of personality dispositions and preferences. It is based on Carl Jung's theory of perception and judgment and the attitudes in which these are used in different types of people. Suitable for upper-elementary through adult ages, the *MBTI* provides four bipolar scales: extraversion–introversion; sensing–intuition; thinking–feeling; and judging–perceiving. The instrument lends itself to an appreciation of individual differences.

PERSONAL PROBLEMS CHECKLIST FOR ADOLESCENTS

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by John A. Schinka, this checklist consists of 240 items which survey the most common adolescent problems in the following 13 areas: social, appearance, job, family, home, school, money, religion, emotions, dating, health, attitude, and crises.

PERSONALITY INVENTORY FOR CHILDREN (PIC) REVISED FORMAT

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by Robert D. Wirt, David Lachar, James E. Klinedinst, Philip D. Seat, and William E. Broen, Jr., the *PIC* provides personality profiles based on the parent's "true" or "false" responses to a number of statements about the child. Some of the 16 scales profiled are achievement, intellectual screening, development, somatic concern, social skills, anxiety, withdrawal, and family relations.

THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE (PHCSCS)

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Authored by Ellen V. Piers and Dale B. Harris, this measure of self-concept is for children in grades four through twelve. The 80 "yes-no" statements in "The Way I Feel About Myself" test booklet are written at the third-garde reading level and can be self- or group-administered in 10–20 minutes. The test is quickly scored, and the 1984 (revised) manual provides all information for administering and interpreting the scale.

ROSENBERG SELF-ESTEEM SCALE

Originally developed by Morris Rosenberg for use with high school students, this particular scale measures the self-acceptance aspect of self-esteem. It consists of ten Guttman-type items with the Likert format—"strongly agree" to "strongly disagree." The scale is designed for brevity of administration and scoring time. The scale can be found in Appendix A of *Conceiving the Self* by Morris Rosenberg (1979; reprint, Melbourne, Fla.: Robert E. Krieger Publishing Co., Inc., 1986).

TENNESSEE SELF-CONCEPT SCALE (TSCS)

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
1-800-423-7863

Written by William H. Fitts, this measure of self-concept has been used with persons twelve years of age or older. It requires only a fourth-grade reading level. The test consists of 100 self-descriptive statements that examinees use to rate themselves on a scale of 1 (completely false) to 5 (completely true). It can be self- or group-administered in 10–20 minutes and is easily scored. Targeted areas are self-satisfaction, moral-ethical self, personal self, family self, and social self.

Appendix F

Agencies and Organizations

The following list of agencies and organizations is presented to assist the public in identifying potential resources. Since the Task Force did not have time to evaluate these agencies and organizations in sufficient detail, it does not necessarily endorse them. Therefore, it will be the user's responsibility to determine which of them will meet his or her needs.

AARDY'S ARMY

Stop Alcohol-Drug Abuse
A Nonprofit Educational Organization
1 Kim Ave.
Smithtown, NY 11787

Self-esteem is targeted through the "Kid Kit" and a *Platoon Leader Handbook* as the keys to combatting drug and alcohol abuse.

THE ACHIEVEMENT COUNCIL

Oakland: Janis Cox (415) 839-4647
Los Angeles: Dr. Ruth Johnson (213) 487-3194

The Achievement Council provides leadership to five schools in Santa Barbara, San Jose, Oakland, and San Francisco to help raise the academic achievement level of minority students. It provides no monetary assistance but offers administrative assistance and works with schools, community administrators, and staff to help improve methods. The Berkeley and Los Angeles campuses of the University of California provide staff support and advisory assistance to these programs, which are designed to help raise the academic achievement level of minority students.

ALCOHOLISM AND DRUG ABUSE COUNCIL OF FRESNO

P.O. Box 4616
Fresno, CA 93744

AMERICAN INSTITUTES FOR RESEARCH

1791 Arastradero Road
Palo Alto, CA 94304
Jane G. Schubert, Ph.D., Principal Research Scientist and Director, Center for Educational Equity

Some of the available programs are "Right to Read," "Push-Excel," and projects related to bilingual education.

AMERICAN SPORTS INSTITUTE

P.O. Box 1837
Mill Valley, CA 94942

THE ARCHER FOUNDATION

3463 State St., Suite 251
Santa Barbara, CA 93105
(805) 966-4378

The foundation facilitates self-esteem youth training.

ASSOCIATED RESOURCES

1421 16th St.
Sacramento, CA 95814

This agency offers services in regard to effective management.

ATHLETES FOR KIDS

8530 Wilshire Blvd., Suite 309
Beverly Hills, CA 90211-3127
Elise Kim, Founder and Executive Director
Jim Hill, President
Mark Messana, Project Coordinator

BREAKING THRU

1001 Bridgeway, Suite 144
Sausalito, CA 94965
Contact person: Joanne Victoria

CALIFORNIA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

P.O. Box 160373
Sacramento, CA 95816
Contact person: Rick Larkey, Association Manager

CALIFORNIA ASSOCIATION OF MENTAL HEALTH COUNSELORS

654 E. Commonwealth Ave.
Fullerton, CA 92631
Contact person: Howard L. Harper, Ph.D.

The association has developed a self-esteem pilot project.

CALIFORNIA ASSOCIATION OF STUDENT COUNCILS

313 W. Winton Ave.
Hayward, CA 94544-1198
(415) 785-5583

This program provides training in leadership, conflict resolution, and communication skills for students and teachers.

CALIFORNIA CONSERVATION CORPS

1530 Capitol Ave.
Sacramento, CA 95814
Contact person: Bud Sheble, Director

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

744 P St.
Sacramento, CA 95814

The Department of Social Services is a resource for adoption, teen pregnancy, and day care.

CALIFORNIA HOME ECONOMICS ASSOCIATION

2121 Mission Ave.
Carmichael, CA 95608
Marjorie Anne Mann, Executive Secretary

CALIFORNIA PEER COUNSELING ASSOCIATION

9300 E. Imperial Highway OPD
Downey, CA 90242
(818) 308-2331

The mission of this association is to encourage, promote, support, and enhance peer counseling projects in California. Its annual conference has grown from 600 in 1985 to 4,000 in 1989. The majority of members are in the public schools, working with staff and overseeing the work of thousands of youth peer counselors.

CALIFORNIA SELF-HELP CENTER

UCLA
2349 Franz Hall
405 Hilgard Ave.
Los Angeles, CA 90024-1563

CARING FOR CHILDREN, INC.

3315 Sacramento St., Suite 352
San Francisco, CA 94118
H. Samantha Grier, Executive Director

This agency was established to promote the psychological and emotional well-being of children in need.

CASA VICTORIA FOR YOUNG GIRLS

10602 Victoria Ave.
Whittier, CA 90609
(213) 941-1279

This is a home that meets the needs of all troubled girls but is especially receptive to Hispanics. It targets the homeless, drug addicts, dropouts, and prostitutes.

CENTER FOR LIVING SKILLS

3483 Golden Gate Way, Suite 204
Lafayette, CA 94549
Barbara Richards, Director (Fund Raising)

CENTER FOR SELF-ESTEEM

P.O. Box 1532
Santa Cruz, CA 95061
(408) 426-6850
Ragnar Gilberts, President
Robert W. Reasoner, Founder

The center offers teacher support groups, an annual self-esteem conference, publications list, and a newsletter.

CHAMPIONS UNLIMITED: A Network of People Making a Difference

20 Pacheco Creek Dr.
Novato, CA 94947
Stevie Alexander, President

CHILD WATCH

122 C St., N.W.
Washington, DC 20001
(202) 628-8787

This is an offshoot of the Children's Defense Fund.

CHILDREN'S ARTS AND IDEAS FOUNDATION

Beiharz Historic Block
2812 Swiss Ave.
Dallas, TX 75204
Gloria Ross, Program Director

The foundation offers visual and performing arts programs and workshops.

COMMISSION ON THE STATUS OF WOMEN

County of Marin
Civic Center, Room 423
San Rafael, CA 94903
Christine Curtis, Chairperson

COMMUNICATION COMPANIES INTERNATIONAL

18061 Fitch Ave.
Irvine, CA 92715
Don Lowry, President

Available programs are "True Colors: A Self-Esteem Program for Educational and Personal Achievement" and "The Game of Numbers."

COMMUNITY DISPUTE RESOLUTION CENTER

330 S. Oak Knoll Ave., Room 11
Pasadena, CA 91101
Peg Anne Holton, Community Outreach

COMPANIONS OF ALAMEDA COUNTY

Box 3493
Hayward, CA 94540
Betty DeForest, Executive Director

This is a nonprofit organization that matches children and adults in order to encourage friendships on a one-to-one basis.

COMPUTER-ENHANCED MEETING SYSTEMS

2972 Clara Dr.
Palo Alto, CA 94303
Contact person: Bernard Dekoven

CONSTRUCTIVE LEISURE: A Leisure/Career Development Center

511 N. La Cienega Blvd.
Los Angeles, CA 90048
Contact person: Patsy B. Edwards

DYNAMICS OF HUMAN BEHAVIOR

880 Lincoln Center Dr.
Foster City, CA 94404
Contact person: Shirley Burton

EILENE WEGELEBEN ENTERPRISES

P.O. Box 58154
Renton, WA 98058

The program is entitled "Just the Weigh You Are," a minicourse in self-esteem for overweight women.

ELLA HILL HUTCH COMMUNITY CENTER

1050 McAllister St.
San Francisco, CA 94115
Jean Casteel, Program Coordinator

"Teenage Fathers" is a support program offered through this agency.

ESSENTIAL LEADERSHIP INSTITUTE

P.O. Box 91912
Santa Barbara, CA 93190-1912
Marilyn Grosboll and Mary Ann Cardy, Program Directors

The principles of the institute are based on the work of Lilburn S. Barksdale.

EVALUATION AND TRAINING INSTITUTE

12401 Wilshire Blvd.
Los Angeles, CA 90025
Clare Rose, President

FOUNDATION FOR SELF-ESTEEM

6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222
Jack Canfield, President

This organization distributes educational materials; develops video programs; sponsors Artists and Educators for Self-Esteem; cosponsors the Annual Southern California Self-Esteem Conference in Los Angeles, California (usually the first weekend of March); conducts in-service trainings for schools, school districts, and professional associations; and awards the "Golden Apple Awards" each year to individuals who have made outstanding contributions to the furthering of self-esteem in education. Write for information.

FREEMAN INSTITUTE
1204 Chickory Lane
Los Angeles, CA 90049

FRESNO TOMORROW

P.O. Box 1272
Fresno, CA 93715-1272
Lea Ybarra, Ph.D., Representative

THE FUND FOR ANIMALS

Fort Mason Center
San Francisco, CA 94123

GROWING EDGE, INC.

P.O. Box 1389
Soquel, CA 95073
Susan R. Gerrity, Programs Coordinator

This is a consulting firm. Workshops and training seminars focus on experimental learning.

HARBINGER HOUSE

Health and Human Services
P.O. Box 7665
Chico, CA 95927

This center provides health education and social services.

THE HENRY J. KAISER FOUNDATION

Community Health Promotion Grant Program
525 Middlefield Road, Suite 200
Menlo Park, CA 94025

INTERGENERATIONAL PROGRAMS: A RESOURCE FOR COMMUNITY RENEWAL

Kathlyn Thorp, Program Developer
3552 Via Dolce
Marina del Rey, CA 90292

THE INTERNATIONAL ALLIANCE FOR INVITATIONAL EDUCATION

School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412

Based on the work of William Purkey, author of *Inviting School Success* and *Self-Esteem and School Achievement*, the Alliance publishes a newsletter, disseminates announcements of new books and resources, sponsors an annual conference, provides in-service training, and sponsors yearly awards to outstanding schools and educators.

JOHN ROBERT POWERS

355 S. Daniel Way
San Jose, CA 95128

Programs are available in makeup, wardrobe, and modeling; Dorothy Posguinelli (contact person), 3570 El Grande Dr., San Jose.

KIDS ARE SPECIAL

525 Race St.
San Jose, CA 95126
Rosemary Tisch, Founder and President

LA BELLE OUTREACH FOUNDATION

S.E.L.F.
P.O. Box 839
Santa Barbara, CA 93102
Nancy Corona, Advertising and Public Relations

THE LAMPTEY SPORTS FOUNDATION

1230 The Alameda
San Jose, CA 95126

The foundation sponsors "Self-Esteem Through Soccer."

LIFESPRING, INC.

161 Mitchell Blvd.
San Rafael, CA 94903
(800) 545-4573

Lifespring is an educational corporation that designs and produces adult education courses in personal effectiveness, utilizing an experiential or participatory learning model.

MARTIN LEARNING SYSTEMS, INC.

24591 Del Prado, Suite 201
Dana Point, CA 92629
(714) 493-7789
Mary Martin, President
Nick Martin, Vice-President

The Pacific Institute represents a Seattle-based private educational organization that teaches others how to succeed through goal setting and heightened self-esteem.

MENTAL HEALTH ASSOCIATION OF CONTRA COSTA COUNTY SELF-HELP CLEARING HOUSE

604 Ferry St.
Martinez, CA 94553

MILESTONE CENTER: Mar Vista Family Center

5070 Slauson Ave.
Culver City, CA 90230
June Payne, Director

This is a nonprofit center for educational therapy.

NATIONAL COALITION ON TELEVISION VIOLENCE

P.O. Box 2157
Champaign, IL 61820

THE NATIONAL COUNCIL FOR SELF-ESTEEM

6641 Leyland Park Dr.
San Jose, CA 95120
Gail Dusa, President

The council publishes a newsletter as well as other publications and sponsors a national conference and several regional conferences each year.

NATIONAL CRIME PREVENTION COUNCIL

733 15th St., N.W., Suite 540
Washington, DC 20005

NEW LEGACY

6614 Gold Run Ave.
Sacramento, CA 95842
Olive H. Jimison, R.N., Director-Founder

This is a nonprofit agency. It provides services to the children of chemically dependent parents.

NUEVA CENTER FOR LEARNING

6565 Skyline Blvd.
Hillsborough, CA 94010
(415) 348-2272

Self-Science: The Subject Is Me is available. This is a private, nonprofit elementary and middle-school that targets gifted and talented children with linkage to the community at large.

PACE

P.O. Box 1994
Studio City, CA 91604-1994
(818) 769-5100
Contact person: James Newman

PEOPLE TO PEOPLE

National Friendship Week
P.O. Box 445
Hemet, CA 92343
George H. Byer, Founder-Director

PERSONAL EMPOWERMENT CENTER

801 Lighthouse Ave.
Monterey, CA 93940
Contact person: Rachel Le Forest
750 Stierlin Road, No. 68
Mountain View, CA 94043

The available program is *Model Mugging*.

PERSONALITY FITNESS TRAINING FOR CHILDREN AND YOUTH

Institute for the Study of Personal Intelligence
11850 Wilshire Blvd., Suite 201
Los Angeles, CA 90025
John L. Hart, Ph.D.

POWER OF POSITIVE STUDENTS FOUNDATION

49 N. Centre St.
Cumberland, MD 21502
Dr. William Mitchell, Founder
Contact person: Robert W. Harris
King's Office Products Centers, Inc.
P.O. Box 1439
Santa Rosa, CA 95402

PROJECT TO ELIMINATE CHEMICAL DEPENDENCY

P.O. Box 3153
Englewood, CO 80111
Contact person: Russell E. Shaw

PSI WORLD SEMINARS

10 N. San Pedro Road, Suite 207
San Rafael, CA 94903
Thomas and Jane Willhite, Founders

RADIO STATION KFOS

Fair Oaks School
2950 Fair Oaks Ave.
Redwood City, CA 94063
Roberta Lee, Project Director

REHABILITATION ALCOHOL PROGRAM

637 N. Park, Suite N
Pomona, CA 91768
Contact person: Earl O. Hoernig, Administrator

The program is based on the premise that low self-esteem is a root cause of drug and alcohol abuse.

RESOURCES FOR INDEPENDENT LIVING

1230 H St.
Sacramento, CA 95814

Independent Living Skills Program (ILSP) and Transitional Living Center (TLC) are offered through this agency.

THE RESPECT INSTITUTE

2830 Heatherstone Dr.
San Rafael, CA 94903

This program is entitled "Respect: The First 'R' on Report Cards."

SACRAMENTO COUNTY OFFICE OF EDUCATION

9738 Lincoln Village Dr.
Sacramento, CA 95827
(916) 366-4381
Mary Ellen Rivera, Liaison

SAN BERNARDINO COUNTY CHILDREN'S NETWORK

468 W. Fifth St., Suite 110
San Bernardino, CA 92415-0510
Kent Paxton, Director

SCHERER ASSOCIATES, INC.

24961 Owens Lake Cir.
El Toro, CA 92630
Bill Scherer, President

This agency offers "Excel-Peak Performance Seminar," a behavior awareness and modification program.

SELF DIMENSIONS, INC.

P.O. Box 6130
Lubbock, TX 79413-0130
Billie N. Duncan, President

Youth self-esteem programs are available.

SELF-ESTEEM SEMINARS

6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 337-9222
Jack Canfield, President

This organization offers school in-service trainings; distributes curricula, tapes, and books; cosponsors an annual self-esteem conference; offers weekend workshops to the general public for the development of self-esteem; and conducts a nine-day Facilitating Skills Training Program to train people to conduct self-esteem seminars.

SENIOR TUTORS FOR YOUTH IN DETENTION

1301 Solano Ave.
Albany, CA 94706
Contact person: Sondra M. Napell

S.E.R.J. SEMINARS

439 Grand Blvd.
San Mateo, CA 94401
Contact person: Don Havis

These seminars relate to self-esteem.

SOCIETY FOR VISUAL EDUCATION, INC. (SVE)

1345 Diversey Pkwy.
Chicago, IL 60614
Sherry Reynolds, Vice-President of Sales and Marketing

Lollypop Dragon—Adventures in Self-Awareness is available on request.

THOMAS JEFFERSON CENTER

202 S. Lake Ave., Suite 240
Pasadena, CA 91101
(818) 792-8130
B. David Brooks, President

This organization publishes and distributes self-esteem and personal and social responsibility curricula for schools, institutions, and the home.

TRANSPERSONAL SPORTS INSTITUTE

2110 Sixth St.
Berkeley, CA 94710

Contact Melon Dash, Director, regarding the program "Swimming for Adults Afraid of Water."

TURNING POINT FOR TEACHERS

Box 2551
Del Mar, CA 92014-1851

This is a six-day seminar offered every summer.

Appendix G

Publishers and Distributors

Since the Task Force did not have time to evaluate in detail the publications of the publishers and distributors listed in this appendix, the list is not intended as an endorsement or promotion.

In many cases the publisher's distribution center is located away from the editorial office. When that is the case, this appendix includes the distribution or ordering address for your convenience.

ACADEMIC PRESS, INC.

Subs. of Harcourt Brace Jovanovich, Inc.
465 S. Lincoln Dr.
Troy, MO 63379
(800) 321-5068

ACCELERATED DEVELOPMENT, INC.

3400 Kilgore Ave.
Muncie, IN 47304
(317) 284-7511
(800) 222-1166

ACHIEVE

1801 N. Georgia, 12
Little Rock, AR 72207
Contact person: E. Wesley Miller

Self-improvement products are available on videotapes. The program is based on subliminal suggestion.

ADDISON-WESLEY PUBLISHING CO., INC.

1 Jacob Way
Reading, MA 01867
(617) 944-3700
(800) 447-2226

ALLYN AND BACON, INC.

Div. of Simon & Schuster
Orders to: Prentice Hall, Inc.
200 Old Tappan Road
Old Tappan, NJ 07685
(201) 767-5054
(800) 223-1360

AMERICAN SOCIOLOGICAL ASSOCIATION

1772 North St., NW
Washington, DC 20036
(202) 833-3410

THE ANGER CLINIC

111 N. Wabash, Room 1710
Chicago, IL 60602
(312) 263-0035

AVON BOOKS

Div. of Hearst Corp.
P.O. Box 767
Dresden, TN 38225
(800) 223-0690

BALLANTINE BOOKS, INC.

400 Hahn Road
Westminister, MD 21157
(301) 848-1900
(800) 733-3000

BANTAM BOOKS, INC.

414 E. Golf Road
Des Plaines, IL 60016
(800) 223-6834

THE BARKSDALE FOUNDATION

P.O. Box 187
Idyllwild, CA 92349
(714) 659-4676
Jan Burnett, Chief Administrator

A free information packet, including self-esteem evaluation, is available on request. The packet includes a catalog of self-esteem books, audiocassettes, evaluations, and kits for individuals, study groups, and independent workshop leaders.

BERKLEY PUBLISHING GROUP

Dist. by Warner Pub. Services
75 Rockefeller Plaza
New York, NY 10019
(212) 484-7001
(800) 631-8571

B.L. WINCH & ASSOCIATES/JALMAR PRESS

The Warm Fuzzy Companies
45 Hitching Post Dr., Bldg. 2
Rolling Hills Estates, CA 90274-4297
(213) 547-1240
(800) 662-9662

An extensive catalog featuring positive self-esteem materials is available on request.

BRIDGE PUBLICATIONS, INC.

4751 Fountain Ave.
Los Angeles, CA 90029
(800) 722-1733
(800) 843-7389 (in California)

BRIGHAM YOUNG UNIVERSITY PRESS

205 UPB
Provo, UT 84602
(801) 378-2809

CALIFORNIA DEPARTMENT OF EDUCATION
Bureau of Publications
P.O. Box 944272
Sacramento, CA 94244-2720

A list of publications is available on request by writing to the above address or by calling the sales unit at (916) 445-1260.

CALIFORNIA SELF-HELP CENTER

2349 Franz Hall
405 Hilgard Ave.
Los Angeles, CA 90024-1563

CAREERTRACK PUBLICATIONS, INC.

Seminars, Publications, Media
1775 38th St.
Boulder, CO 80301
(303) 440-7440
(800) 334-1018
Jimmy Calano, President
Jeff Salzman, Vice President

CELESTIAL ARTS PUBLISHING CO.

P.O. Box 7327
Berkeley, CA 94707
(415) 524-1801
(800) 841-2665

CENTER FOR SELF-ESTEEM NEWSLETTER

Center for Self-Esteem
P.O. Box 1532
Santa Cruz, CA 95061

CENTER-SOURCE PUBLICATIONS

862 Third St.
Santa Rosa, CA 95404
(707) 578-0223

CHANNING L. BETE CO., INC.

200 State Road
South Deerfield, MA 01373
(413) 665-7611

The publisher uses a combination of easy-to-read text and graphics in booklets that cover a wide variety of subjects, such as well-being, responsible life choices, mental health, and self-esteem. The booklets are also available in Spanish.

CLEMENT COMMUNICATIONS, INC.

Concord Industrial Park
Concordville, PA 19331

Challenge Poster and Perspective Poster programs are available on request.

COLUMBIA UNIVERSITY

Teachers College Press
P.O. Box 939
Wolfeboro, NH 03894
(800) 356-0409

COMMUNICATIVE ART FORMS

20422 Covina Hills Road
Covina, CA 91723
Irene Carlson, Representative

A calendar entitled *For People Who Care* is available on request. *A Little Like Magic*, a musical written by Diane Lynn Dupuy for a cast of developmentally disabled persons, is also available.

CONCEPT: SYNERGY

Personal Growth Tapes
P.O. Box 159 (m)
Fairfax, CA 94930

These materials (cassettes and videos) are available through Janet Lee Miller, Assistant Professor of the Broadcast Communication Arts Department of San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132.

CONSULTING PSYCHOLOGISTS PRESS, INC.

577 College Ave.
Palo Alto, CA 94306-1490
(415) 857-1444
(415) 857-9312

CRISP PUBLICATIONS, INC.

95 First St., Dept. 50
Los Altos, CA 94022
(415) 949-4888

CROSSROAD PUBLISHING CO.

Dist. by Harper & Row Pubs., Inc.
Keystone Industrial Park
Scranton, PA 18512

(800) 242-7737
(800) 982-4377 (in Pennsylvania)

CURRIER DAVIS PUBLISHING

1180 Spring Center S. Blvd., Suite 120
Altamonte Springs, FL 32714
(407) 788-8677
Christine Crosby, President
Rose Ellen Fenster, Vice President

Copies of *Death From Child Abuse, and No One Heard* (1986), authored by Eve Krupinski and Dana Weikel, are available on request.

DAY RUNNER

Day Runner, Inc.
3562 Eastham Dr.
Culver City, CA 90232
(213) 837-6900

DEVORSS & CO.

1046 Princeton Dr.
Marina del Rey, CA 90292
(213) 870-7478

DODD, MEAD & CO.

6 Ram Ridge Road
Spring Valley, NY 10977
(914) 352-3900
(800) 237-3255

DOUBLEDAY & CO., INC.

Doubleday Consumer Services
P.O. Box 5071
Des Plaines, IL 60017-5071
(800) 223-6834, Ext. 479

DUVAL-BIBB PUBLISHING CO.

4350 W. Cypress St., Suite 1000
Tampa, FL 33607
(813) 870-1970

EDUCATIONAL ACTIVITIES, INC.

P.O. Box 392
Freeport, NY 11520
(800) 645-3739

Videos, filmstrips, records, and cassettes to increase one's understanding of self-esteem are available.

EDUCATIONAL MEDIA CORP.

P.O. Box 21311
Minneapolis, MN 55421
(612) 636-5098

EDUCATIONAL TESTING SERVICE

Rosedale Road
Princeton, NJ 08541-6000
(609) 921-9000

ENRICH

Div. of Price, Stern, Sloan Pubs., Inc.
360 N. La Cienega Blvd.
Los Angeles, CA 90038
(213) 657-6100
(800) 231-1357

FAWCETT BOOK GROUP

Div. of Ballantine Bks./Random Hse.
201 E. 50th St.
New York, NY 10022
(212) 751-2600
(800) 733-3000

FREDERICK FELL PUBS., INC.

2131 Hollywood Blvd., Suite 204
Hollywood, FL 33020
(305) 925-5242
(800) 635-6366, Ext. 660

FOUNDATION FOR INNER PEACE

P.O. Box 635
Tiburon, CA 94920
(415) 435-2255

FREE SPIRIT PUBLISHING, INC.

123 North Third St., Suite 716
Minneapolis, MN 55401
(612) 338-2068

Publications include *Fighting Invisible Tigers: A Stress Management Guide for Teens* and *Perfectionism—What's Bad About Being Too Good?* Both of these resources are targeted for a teen readership.

GROWTH ASSOCIATES

25180 Shaker Blvd.
Beachwood, OH 44122-2362
(216) 464-6798

GROWTH UNLIMITED, INC.

31 East Ave., South
Battle Creek, MI 49017
(616) 965-2229

Books about building self-esteem are available for children and their parents.

G.T. INTERNATIONAL

1800 S. Robertson, Suite 182
Los Angeles, CA 90035
(213) 551-0484

GUILFORD PRESS

72 Spring St.
New York, NY 10012
(212) 431-9800
(800) 365-7006

HARPER & ROW PUBS., INC.

Keystone Industrial Park
Scranton, PA 18512
(800) 242-7737
(800) 982-4377 (in Pennsylvania)

HARPER RELIGIOUS BOOKS

Div. of Harper & Row
Keystone Industrial Park
Scranton, PA 18512
(800) 242-7737
Thomas Grady, Editor

This company published *Self-Esteem: A Family Affair* by Jean Illsley Clarke.

HDL PUBLISHING CO.

1315 Antigua Way
Newport Beach, CA 92660
(714) 540-5775

HOLT, RINEHART & WINSTON, INC.

Div. of Harcourt Brace Jovanovich
6277 Sea Harbor Dr.
Orlando, FL 32887
(407) 345-2500
(800) 447-9479

HOUGHTON MIFFLIN CO.

Wayside Road
Burlington, MA 01803
(617) 272-1500
(800) 225-3362

HUMAN SCIENCES PRESS, INC.

Subs. of Plenum Publishing Corp.
233 Spring St.
New York, NY 10013-1578
(212) 620-8000
(800) 221-9369

HUMANICS, LTD.

1389 Peachtree St., NE, Suite 370
Atlanta, GA 30309
(404) 874-2176
(800) 874-8844

HUNTER HOUSE, INC.

Dist. by Bookpeople
2929 Fifth St.
Berkeley, CA 94710
(800) 227-1516
(800) 624-4466 (in California)

INTERNATIONAL READING ASSOCIATION

800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302) 731-1600

INTERNATIONAL UNIVERSITIES PRESS, INC.

59 Boston Post Road
P.O. Box 1524
Madison, CT 06443-1524
(203) 245-4000

IRVINGTON PUBLISHERS

740 Broadway, Suite 905
New York, NY 10003
(212) 777-4100

JALMAR PRESS

Subs. of B.L. Winch & Assocs.
Dist. by Slawson Communications, Inc.
165 Vallecitos de Oro
San Marcos, CA 92069
(619) 744-2299
(800) 752-9766

THOMAS JEFFERSON RESEARCH CENTER

202 S. Lake Ave., No. 240
Pasadena, CA 91101
(818) 792-8130

JOSTENS

40 California St., Suite M
Pleasanton, CA 94566
Rick Lindgren, Regional Manager

Programs available on film and video and in booklet form are designed to build students' self-esteem and promote social and personal responsibility.

JOSTENS EDUCATIONAL SERVICES

Scholastic Division
5501 Norman Center Dr.
Minneapolis, MN 55437
George Kremer, Educational Services Manager

Motivational films and videotapes are available.

KAMPMANN & CO., INC.

226 W. 26th St.
New York, NY 10001
(212) 727-0190
(800) 526-7626

KINCAID HOUSE PUBLISHER

239 Prospect St.
Newport Beach, CA 92663
(714) 646-6406
Contact person: Paula Hunter

ALFRED A. KNOPF, INC.

Subs. of Random House, Inc.
400 Hahn Road
Westminster, MD 21157
(301) 848-1900
(800) 733-3000

ROBERT E. KRIEGER PUBLISHING CO., INC.

P.O. Box 9542
Melbourne, FL 32902-9542
(407) 724-9542

L P PUBLICATIONS

4470 Orchard Ave.
San Diego, CA 92107
(619) 225-0133

LEARNING CONCEPTS, INC.

7622 Palmerston Dr.
Mentor, OH 44060
(216) 255-1107

LEXINGTON BOOKS

Dist. by D.C. Heath & Co.
2700 Richardt Ave.
Indianapolis, IN 46219
(317) 359-5585
(800) 428-8071

LIFESKILLS PRESS

275 Park View Terr., No. 2
Oakland, CA 94610
(415) 769-4060

LITTLE, BROWN & CO.

Div. of Time, Inc.
200 West St.
Waltham, MA 02154
(800) 343-9204

HANOCH MCCARTY AND ASSOCIATES, INC.

19800 Fairmount Blvd.
Cleveland, OH 44118
(216) 371-3711

DAVID MCKAY CO., INC.

Subs. of Random House, Inc.
400 Hahn Road
Westminster, MD 21157
(301) 848-1900
(800) 733-3000

MEDILOG (Personal Medication Record for Older Americans)

15 Arlington Ct., #B
Kensington, CA 94707
(415) 527-5661

MEDILOG helps older people prevent medication errors at home. To enhance the personal responsibility, control, and self-esteem of elderly persons who must take medications, MEDILOG enables the user to keep track of important medication information.

MINDART PUBLISHING CO.

1645 S. Artistic Circle
Bountiful, UT 84010
(801) 292-1807

WILLIAM MORROW & CO., INC.

Wilmore Warehouse
P.O. Box 1219
39 Plymouth St.
Fairfield, NJ 07007
(201) 227-7200
(800) 237-0657

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

CN 6710
P.O. Box 2923
Princeton, NJ 08541-6710
(800) 223-0267

NATIONAL EDUCATION ASSOCIATION

P.O. Box 509
West Haven, CT 06516
(203) 934-2669

NIGHTINGALE-CONANT CORPORATION

3700 North Lehigh Ave.
Chicago, IL 60648
(312) 647-0300
(800) 323-5552

A series of motivational and self-enhancing tapes are available. Catalogs are available on request. Denis Waitley, Brian Tracy, Charles Garfield, Wayne Dyer, Tony Robbins, Leo Buscaglia, and Nathaniel Branden have been recorded. Several new albums per month are published. People on the mailing list receive a monthly catalog.

OAK TREE PUBLICATIONS, INC.

3870 Murphy Canyon Road, No. 203
San Diego, CA 92123
(619) 560-5163

OAKMORE HOUSE

14782 W. Village Dr., Suite 399
Tampa, FL 33624
(813) 931-5020

OXFORD UNIVERSITY PRESS, INC.

16-00 Pollitt Dr.
Fair Lawn, NJ 07410
(201) 796-8000
(800) 334-4249

PAPERBACKS FOR EDUCATORS

1240 Ridge Road
Ballwin, MO 63021

This catalog contains hundreds of books and curricula on all aspects of teaching, with a strong emphasis on building self-esteem and dealing with the affective dimensions of education. Two versions of the catalog—a teacher's and a school counselor's edition—are available on request.

PELICAN PUBLISHING COMPANY, INC.

P.O. Box 189
Gretna, LA 70053
(504) 368-1175
(800) 843-1724
Claire Gonzales, Promotion Coordinator

A catalog is available on request. Books relevant to self-esteem are *Bringing Out the Best in Your Child, Building Character in Young People, Six Weeks to Better Parenting, How to Plan Your Life, You Can Be President, Why Winners Win,* and *Making a Difference in Your World.*

PHAROS BOOKS

Div. of Scripps Howard Co.
Dist. by St. Martin's Press, Inc.
175 Fifth Ave.
New York, NY 10010
(212) 674-5151
(800) 221-7945

PHILOSOPHICAL LIBRARY, INC.

31 W. 21st St., 11th Floor
New York, NY 10010
(212) 727-7870
(800) 336-2650

PHOENIX EDUCATIONAL FOUNDATION

462 Stevens Ave., Suite 202
Solana Beach, CA 92075-2065
(619) 481-2977

PINE MOUNTAIN PRESS, INC.

Dist. by Media Productions & Marketing, Inc.
2440 O St., Suite 202
Lincoln, NE 68510-1125
(402) 474-2676

PLENUM PUBLISHING CORP.

233 Spring St.
New York, NY 10013-1578
(212) 620-8000
(800) 221-9369

POCKET BOOKS, INC.

Div. of Simon & Schuster, Inc.
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5000
(800) 223-2336

POLICY ANALYSIS FOR CALIFORNIA EDUCATION (PACE)

School of Education, University of California
Berkeley, CA 94720
(415) 642-PACE

PRAEGER PUBLICATIONS

Div. of Greenwood Press, Inc.
88 Post Road, W.
P.O. Box 5007
Westport, CT 06881
(203) 226-3571

PRENTICE HALL

Div. of Simon & Schuster
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5054
(800) 634-2863

PRINCETON UNIVERSITY PRESS

3175 Princeton Pike
Lawrenceville, NJ 08648
(609) 896-1344

PROFESSIONAL PRESS

1062 Coast Village Road
Santa Barbara, CA 93108
(805) 565-1351

PROMETHEUS NEMESIS BOOK CO., INC.

P.O. Box 2748
Del Mar, CA 92014
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David Thornburg, Director

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Many books and curricula related to self-esteem are listed in the catalog, which is available on request.

Appendix H

Human Resources

This appendix is composed of individuals whose names have been submitted to the California Task Force to Promote Self-esteem and Personal and Social Responsibility as persons with personal qualifications in this area. As with the rest of this bibliography, it is a nonevaluative listing.

ADELEKAN, PATRICIA (Ph.D.)

1131 26th Ave.
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Dr. Allen is the originator of the Iacocca Principle of Resolving Human Dilemmas.

ALLRED, CAROL

Positive Action
P.O. Box 2347
Twin Falls, ID 83303-2347
(208) 733-1328

AMEN, DANIEL G. (M.D.)

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Barstow, CA 92311

Dr. Amen is the producer of the video, *An Intimate Parent-Child Talk.*

ARIZU, PETER (M.A. Ed.)

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Mr. Arizu is the program director for "Creating Responsibility" within the Oakland public school system.

BALL, ROBERT (S.T.D.)

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Dr. Ball served as Executive Director of the California Task Force to Promote Self-esteem and Personal and Social Responsibility.

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BEDLEY, GENE

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BIELEN, PEGGY

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(714) 756-2226

Ms. Bielen is co-author with Sandy McDaniel of *Project Self-Esteem.*

BONSTINGL, JOHN JAY

P.O. Box 810
Columbia, MD 21044

Mr. Bonstingl is the author of social science textbooks, published by Allyn and Bacon, Inc.

BORBA, MICHELE (Ph.D.)

840 Prescott Dr.
Palm Springs, CA 92262
(619) 323-5387

Dr. Borba is a self-esteem trainer and former teacher.

BRIDGES, HELICE

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Del Mar, CA 92014
(619) 481-6019

Ms. Bridges is the creator of "Difference Makers" and "Partners in Excellence."

BRINKOETTER, STEVE

1822 Loma Vista, Apt. F
Riverside, CA 92507

Mr. Brinkoetter is in the process of writing a book entitled *The Elusive Truth: The Imperfection of Human Knowledge* that addresses the themes of self-awareness and societal problems.

BROOKS, B. DAVID (Ph.D.)

Thomas Jefferson Research Center
3104 7th St., Suite B
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BROWN, LINDA

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BROWN, RON J. (Ph.D.)

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Dr. Brown is a counselor and career specialist. The results from his comparative study of the public school systems of Sweden and Santa Ana Unified School District are available on request.

BUEHLER, JUNE STEPHENSON (Ph.D.)

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Dr. Stephenson's dissertation on self-esteem is available on request.

BURTON, WILLIAM D.

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Mr. Burton is a human potential specialist, a poet, and a songwriter.

BUSH, ROBERT

Bear River School
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Mr. Bush is a reading teacher and counselor.

CALHOUN, FRED S.

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Curriculum Development Specialist, Cypress College
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Cypress, CA 90630

CANFIELD, JACK

Self-Esteem Seminars
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(213) 337-9222

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COLE, CHARLIE

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CRAWFORD II, ROGER W.

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Mr. Crawford is a motivational speaker who works closely with the producers of *People Are Talking*.

CUNHA, JOSEPH E. (Ph.D.)

Allan Seid, President
Asian Pacific American Coalition
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CUNNINGHAM, JOHN (Jack)

Chairman (1987-88) California Council on Mental Health
1600 Ninth St., Room 140
Sacramento, CA 95814

DEMBROWSKY, CONSTANCE

5930 S. 58th St., Suite N
Lincoln, NE 68516
(402) 423-1623

DURANT, DANIELLE

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Ms. Durant is a clinical hypnotherapist, a lecturer, and a seminar instructor.

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San Jose, CA 95120
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2131 University Ave., No. 415
Berkeley, CA 94704

Ms. Efros is a health educator and stress consultant.

EHINGER, RICHARD

Positive Self-Image
9218 Clarence Center Road
Clarence Center, NY 14032
(716) 741-2452

Mr. Ehinger is a self-esteem lecturer, teacher, and drug and alcohol abuse prevention expert. The name of his presentation is "Seven Things: Every Student Needs Them."

EICHOLTZ, BOB

8242 California St.
Whittier, CA 90602
(213) 922-6316

EPSTEIN, BEE

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Ms. Epstein is a business consultant and professional speaker.

FELDMAN, RONALD (Ph.D.)

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Albany, CA 94706

FETTIG, ART

31 East Ave. S.
Battle Creek, MI 49017

Mr. Fettig has authored children's self-esteem books and is a professional speaker.

FINCH, ROBERT C. (Ph.D.)

Southern California Institute Research Department
2380 Park Blvd.
Upland, CA 91786

Dr. Finch has developed a psychometric instrument for assessing self-esteem.

FOSTER, LEROY

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Mt. Shasta, CA 96067

Mr. Foster is a college instructor, keynote speaker, and seminar leader.

FRANCOIS, TERRY A.

Attorney at Law
870 Market St., Suite 651
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Mr. Francois is a past president of the NAACP and a member of the Board of Supervisors of the City and County of San Francisco's Multi-Culture Program.

FREEMAN, LILLIAN (LCSW)

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Santa Monica, CA 90404
(213) 473-3857

Ms. Freeman is a child, family, and individual counselor with an interest in the self- esteem task force.

GANZ, SONIA (Ph.D.)

8816 Barcelona
Westminster, CA 92683
(714) 891-6324

Dr. Ganz is co-author of *Feeling Good: A Program in Stress Management.*

GEHL, ROBERT

2528 Buena Vista Ave.
Belmont, CA 94002

Mr. Gehl has been a teacher for 28 years and is past president of the South San Francisco American Federation of Teachers.

GIROUX, DENNIS M.

Dennis M. Giroux and Associates
2511 S. Barrington Ave.
Los Angeles, CA 90064

Mr. Giroux produced the first Spanish-language public health video made in the United States addressing drug abuse. He also directs alternative action programs specializing in counseling on substance abuse.

GLAZER, BARBARA

955 46th St.
Sacramento, CA 95819

Ms. Glazer is involved in the formation of the grass-roots organization, The Possible Society.

GLOSSER, SANDRA

Human Resource Development Specialist
2080 Gough, No. 309
San Francisco, CA 94109

Ms. Glosser's seminars focus on professional and personal growth for the working person.

GLOTZBACH, BOB

120 Hatona Dr.
Santa Rosa, CA 95401

Mr. Glotzbach presents a model for fostering self-esteem.

GOULSTON, MARK S. (M.D.)

11665 W. Olympic Blvd., Suite 400
Los Angeles, CA 90064

Dr. Goulston specializes in suicidology, eating disorders, and severe marital disharmony.

GREENE, RON (Ph.D.)

65 Corte Cayusa
Greenbrae, CA 94904

GRIER, H. SAMANTHA

Caring for Children, Inc.
3315 Sacramento St., Suite 352
San Francisco, CA 94118

Ms. Grier is the Executive Director.

GROSBOLL, MARILYN

1483 Manzanita
Carpinteria, CA 93013
(805) 684-0787

GRUBER, GARY R. (Ph.D.)

110 Sarah Dr.
Mill Valley, CA 94941

Dr. Gruber is the author of educational books and reference books.

HAGEN, DORENE

16 Ritter St.
San Rafael, CA 94901

Ms Hagen is the Executive Director of the Human Concern Center.

HAIGH-STEEL, JOANNE

Redlands High School
840 E. Citrus
Redlands, CA 92373
(714) 793-7561

Ms. Haigh-Steel has written a number of plays with co-author David Chenoweth. Two plays are available by contacting Ms. Haigh-Steel: *Just Say No* (grades one through three) and *That's What Friends Are For* (grades four through six). She is currently teaching a self-esteem component at the high school level and states unequivocally that her class is "always open" to anyone who wishes to do research related to self-esteem issues.

HAMM, MARVELLE GREENWOOD (MFCC)

565 Sir Francis Drake Blvd.
Greenbrae, CA 94904

HANSEN, MARK VICTOR (Ph.D.)

P.O. Box 7665
Newport Beach, CA 92660
(714) 759-9304

Dr. Hansen is author of *Dare to Win, Future Diary,* and *Build a Better You—Starting Now.* He has keynoted hundreds of conferences worldwide.

HARLAN, SIOUX (Ed.D.)

2091 Business Center Dr., Suite 100
Irvine, CA 92715
(714) 752-5606

Dr. Harlan is a psychologist.

HARRIS, BOB

Foundation for Self-Esteem
6035 Bristol Pkwy., Suite G
Culver City, CA 90230
(213) 568-1505

HARRISON, EVALEE

1189 Drury Road
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Ms. Harrison is a counselor and a health promoter.

HART, JOHN (Ph.D.)

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Ojai, CA 93023
(213) 479-3618

HART, LOUISE

Lifeskills Associates
P.O. Box 7495
Boulder, CO 80306
(303) 441-0122

HAY, LOUISE L.

Hay House
501 Santa Monica Blvd., Suite 602
Santa Monica, CA 90401

Ms. Hay is the author of an article in the *East West* magazine (June, 1988). She also publishes and lectures on AIDS-related issues.

HERMAN, ARTHUR LEE (Ph.D.)

765 Avenida Peguena
Santa Barbara, CA 93111

Dr. Herman has created self-esteem software, and he is research consultant to the Institute of Human Development.

HESTER, SANDY

P.O. Box 491
Claremont, CA 91711

Ms. Hester is the President of the Communications Group. She can be contacted for the video series *Understanding Ourselves.*

HUCHINGSON, ROBERT

141 W. Boston Blvd.
Detroit, MI 48202-1403

Contact Mr. Huchingson for information regarding the Waldorf Schools.

JAFFE, JAELLINE (Ph.D.)

P.O. Box 8253
Universal City, CA 91608
(213) 927-1233

Dr. Jaffe is a psychotherapist and consultant in effective education.

JONES, AL

Chairman, Special Projects Committee
Pop Warner Junior League Football
14761 Blossom Hill Road
Los Gatos, CA 95030

The Peninsula Football Conference represents 17 associations from South San Francisco to Aptos.

KABER, DAVID (Director)

"My Life Works Unltd!"
P.O. Box 42596
Cincinnati, OH 45242

Mr. Kaber is a prosperity educator and a professional speaker.

KEMP, SAMARA (R.N., B.S.N.)

725 W. Union Ave.
Modesto, CA 95356

Ms. Kemp is facilitator for the course "Self-Esteem: A Family Affair." She is also the author of *Help for Parents of Infants from Birth to 6 Months*, based on Jean Illsley Clarke's self-esteem-building principles (first in a series of six volumes).

KING, MARGE

765 San Antonio Road, No. 73
Palo Alto, CA 94303

Ms. King is a public speaker whose topic is "Investing in Yourself."

LAMERES, CLARE

72 Shearwater Pl.
Newport Beach, CA 92660
(714) 962-1356

LANE, MARILYN

6431 Kenneth Charles Ct.
Riverbank, CA 95367

Ms. Lane is a teacher who places great emphasis on self-esteem as it relates to learning.

LARSON, KENNETH L. (Director)

Instructional Support Services
County of Santa Cruz, Office of Education
809 Bay Ave., Suite H
Capitola, CA 95010

Mr. Larson sponsors self-esteem support groups on a network basis.

LAURENTI, LUIGI M. (Ph.D.)

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Burlingame, CA 94010

Dr. Laurenti is a consultant in economic and social development.

LEITER, KATHLEEN NELSON (R.N., M.P.H.)

938 Leo Way
Oakland, CA 94611

LEVY, HERMAN

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Mr. Levy is an attorney with the U.S. Department of Labor.

LEWIS, LYNN N.

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Sacramento, CA 95821

LIEBAN-KALMAR, VERA (Ed.D.)

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Institute of Logotherapy
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Dr. Leiban-Kalmar is an expert on the philosophy of Victor Frankl and is available for speaking engagements.

LOVETT, MICHAEL A.

1731 Diamond St.
San Diego, CA 92109

LOEWENDAHL, EVELYN

1755 Correa Way
Los Angeles, CA 90049

Ms. Loewendahl is past project director, Kennedy Child Study Center, Santa Monica, California.

MAGAN, CATHERINE

29972 Road 168
Visalia, CA 93291

MAHER, ROBERT

Assistant Principal
Lakeland High School
E. Main St.
Shrub Oak, NY 10588

Mr. Maher is an advocate and an expert regarding leadership programs in the high school setting.

MARSTON, STEPHANIE

870 Galloway
Pacific Palisades, CA 90272
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Ms. Marston is a consultant, lecturer, and workshop leader in the area of parenting for high self-esteem.

MARTIN, CHERYL (Ed.D.)

2830 Fourth Ave.
San Diego, CA 92103

Dr. Martin conducted a study on career women and a self-esteem workshop.

MCCARTY, HANOCH (Ph.D.)

19800 Fairmount Blvd.
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(216) 371-3711

Dr. McCarty is a presenter in the area of adolescent self-esteem.

MCGRANE, BILL

McGrane Self-Esteem Institute
590 Formica Building
Cincinnati, OH 45202
(513) 721-2215

MCKENNA, DICK

Executive Vice-President
Dial One International, Inc.
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Mr. McKenna is also a consultant for the Regional Development Division of Century 21.

MILLS, SHARON

450 W. Live Oak Dr.
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Ms. Mills is a graduate student in special education at San Francisco State University.

MINGER, MARJORIE (M.F.C.C.)

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Tacoma, WA 98466
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MOSS, BOB

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NOBLE, GEORGIA (Ph.D.)

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Dr. Noble focuses on developing self-esteem, communication skills for high self-esteem, and effective relationships.

NOREEN, CAROLE S. (DSW)

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Encino, CA 91316

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Mr. Norris is a resource person on articles pertaining to self-esteem.

OSMAN, DANA C.

Osman-Kord, Ltd.
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PALOMARES, UVALDO

P.O. Box 1604
San Juan Capistrano, CA 92675
(619) 670-6654

PARKS-MCKAY, JANE

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Ms. Parks-McKay is the author of *The Make-Over: A Teen's Guide to Looking and Feeling Beautiful.* Ms. Parks-McKay handles her own bookings and can be contacted directly.

PAULSON, TERRY L. (Ph.D.)

Paulson and Associates
28717 Colina Vista
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Dr. Paulson is the editor of *Management Dialogue Newsletter.* He is a practicing psychologist and a public speaker.

PETERSON, WILLIAM H. (Ph.D.)

Director, Center for Economic Education
University of Tennessee at Chattanooga
Chattanooga, TN 37402

THE PODIUM, INC.

3940 Hancock St., Suite 218
San Diego, CA 92110

Professional speakers, such as Lee Shapiro, J.D. Cleveland, and Ruth Cleveland, are available through this organization.

POLAKOFF, PHILLIP L. (M.D.)

5655 College Ave., Suite 310
Oakland, CA 94618

Dr. Polakoff is the author of *Work and Health—It's Your Life: An Action Guide to Job Hazards.*

PRICE, BAM

Director
ALPHA PSIgenics Research Institute, Inc.
10645 Soledad Canyon Road
Saugus, CA 91350

Mr. Price is involved in the Los Angeles County Task Force and has submitted a proposal for a community college course titled *Maximizing Your Life-Effectiveness.*

PURKEY, WILLIAM

Professor of Education
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REASONER, ROBERT

4710 Campbell
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Mr. Reasoner is the Superintendent of the Moreland School District in San Jose and the author of *Building Self-Esteem: A Comprehensive School Program.*

REDENOUR, CONNIE

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1414 Via Zurita
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(714) 625-7406

Ron and Maria Reifler are the authors of parenting and educational materials in Spanish and English.

REVHEIM, RICHARD

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RICHTER, BETTS

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Ms. Richter authored a children's book about self-esteem.

ROBINSON, MURIEL

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Ms. Robinson is a handwriting consultant.

ROLAND, ALLEN (M.A., M.F.T.)

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Mr. Roland's research addresses the connection between disease and self-esteem.

ROSENFIELD, ANITA

3175 Estara Ave.
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Ms. Rosenfield is working on a Ph.D in psychology, and her major field of interest is the self-esteem of young children. She is currently Co–Vice Chairperson of the San Bernardino County Self-Esteem Task Force.

ROSS, STEVEN (Ph.D.)

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Dr. Ross's dissertation focuses on self-esteem, the locus of control, and family relationships.

ROWLAND, RON

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ROZMAN, DEBORAH (Ph.D.)

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SAGE, VIRGINIA L. (M.S.)

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Ms. Sage authored *Building Self-Esteem in Children.*

SCHONFELD, WARREN H. (Ph.D.)

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Dr. Schonfeld teaches a class at San Francisco State University: "Health and Peace." He is also willing to present data regarding the Well-Being Project.

SCHUTZ, WILL (Ph.D.)

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Appendix I

California Legislation on Self-esteem and Personal and Social Responsibility

Assembly Bill No. 3659

CHAPTER 1065

An act to add and repeal Chapter 3.2 (commencing with Section 8250) of Division 1 of Title 2 of the Government Code, relating to state agencies, and making an appropriation therefor.

[Approved by Governor September 23, 1986. Filed with Secretary of State September 24, 1986.]

LEGISLATIVE COUNSEL'S DIGEST

AB 3659, Vasconcellos. California Commission to Promote Self-Esteem, and Personal and Social Responsibility.

Existing law establishes various programs to better the health and welfare of the people of this state.

This bill would make legislative findings and declarations as to the causal relationship between a sense of low self-esteem and many of the state's social problems.

The bill would create the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility. The commission would be composed of 25 members.

The bill would require the task force to perform a variety of duties aimed at assisting state and local governments and all Californians in improving programs for raising self-esteem, and thereby helping to reduce many of the social problems occurring in this state.

The bill would require the task force to report its progress to the Legislature on January 15, 1988, and 1989, and to file a final report with the Legislature on or before January 15, 1990. The task force would be required to publish at least 10,000 copies of its final report and distribute them as specified.

The bill would appropriate $245,000 from the General Fund to the task force for purposes of implementing the bill. This appropriation would be reduced by amounts received by the task force from specified other sources in order to implement its functions.

This bill would become inoperative on July 1, 1990, and would be repealed as of January 1, 1991.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 3.2 (commencing with Section 8250) is added to Division 1 of Title 2 of the Government Code, to read:

CHAPTER 3.2. SELF-ESTEEM, AND PERSONAL AND SOCIAL RESPONSIBILITY

8250. The Legislature finds and declares all the following:

(a) The continuation and future success of our democratic system of government and society are dependent upon the exercise of responsible citizenship by each and every Californian.

(b) The Legislature and Governor are elected by the people of California and charged with the responsibility of addressing and, hopefully, solving our major behavioral social problems. The most effective way to accomplish that is to proceed to discover the root causes and promote appropriate cures of those problems. The Legislature and the Governor are further charged with implementing cost-effective measures which are preventive in nature and which offer the state the probability of significant cost savings relative to program costs. The relatively minor cost of a 25-person, staffed task force compared to the likelihood of major state savings in social programs is in the best interests of the state and in the best tradition of conservative fiscal policy.

(c) It is therefore appropriate that the Legislature and Governor seek out and promote, in the best possible manner, the most cost-effective and human solutions to our social problems, and especially seek to discover, address, eradicate, and thereby prevent, the root causes of these problems.

(d) Each year the Legislature passes and the Governor signs thousands of bills, support hundreds of programs, and appropriate billions of dollars trying to prevent, cure, or clean up after, many seemingly intractable social problems, including crime, violence, alcoholism, drug abuse, child abuse and teenage pregnancy and chronic welfare dependency, children failing to learn, and many other problems.

(e) The government is by itself unable, nor is it the sole responsibility of the government, to solve all social problems. A legitimate and perhaps the most valuable function of government is to provide to the people information and education that enables its citizens to better understand in theory and apply in practice so as to become self-sufficient and less needful of government.

(f) The length and extent of the Legislature's and the state government's responsibility for, and involvement in, addressing these problems will be ultimately best reduced by educating the people of this state so that Californians will become more able and responsible in preventing and in solving, rather than causing, these various problems in our individual lives, relationships, families, and communities.

(g) Low self-esteem may well have a wide-ranging, negative influence on individual human conduct, the costs of which both in human and societal terms are manifested in a number of ways, many of which convert into significant expenditure of state moneys. If so, these human costs and the costs to government could be reduced by raising the self-esteem level of our citizenry.

(h) A body of research studies now exists which begins to document the causal relationship between self-esteem, which is a developed sense of one's inherent worth as a person, and the growth and development of healthy responsible individuals, and the mature exercise of responsible, productive citizenship.

(i) This causal relationship of low self-esteem to social problems in individuals has already been acknowledged by both the Legislature and the Governor, as well as many researchers. These particular relationships include, and are not limited to, all of the following:

(1) Chronic abuse of alcohol, which seriously affects the families and employers of over 2 million adult Californians at an estimated thirteen billion dollars ($13,000,000,000) per year in medical costs and lost productivity.

(2) Other drug use and abuse, a three billion dollar ($3,000,000,000) industry in the state, which costs Californians two hundred thirty-five million dollars ($235,000,000) in direct medical expenses, four billion dollars ($4,000,000,000) in lost productivity, two billion dollars ($2,000,000,000) in public safety and law enforcement, two hundred eighty-five million dollars ($285,000,000) in correctional expenses, and two hundred eighty million dollars ($280,000,000) in premature mortality expenses.

(3) Crime and violence, including spousal and child abuse.

(4) Recidivism and chronic criminal behavior, resulting in the incarceration of over 325,000 California citizens at an annual cost of seventeen thousand dollars ($17,000) per person, and a total estimated correctional budget of two billion dollars ($2,000,000,000) in the 1985–86 fiscal year, nearly one-third of the entire criminal justice budget. The Attorney General estimates criminal activities cost California citizens six billion dollars ($6,000,000,000) in 1985 and one billion six hundred million dollars ($1,600,000,000) in construction costs of new prison facilities alone.

(5) Chronic welfare dependency and the failure of personal initiative, responsibility, and self-sufficiency.

(6) Teenage pregnancy, up 9 percent since 1979, which in 1984 alone resulted in 50,000 births to teenage parents, 70,000 teenage abortions, and 17,000 teenage miscarriages in California alone. In addition, California has the second highest teenage pregnancy rate (14 percent), the highest teenage abortion rate (6.9 percent), and a ratio of teenage miscarriages which is in the highest one-fifth of the states in the United States.

(7) Failure to learn and resultant widespread dropout problems, especially in our secondary schools.

(j) There is now emerging, in theory and in practice, practical applications of esteem building and esteem restoring within virtually every public social service and educational system.

(k) Self-esteem is not intended to support in any way an ethic of mediocrity, but instead to lay foundations for real human excellence.

(*l*) There is yet an insufficient widespread public recognition of the significance and implication of self-esteem in causing our major social problems, and insufficient incorporation of this information and understanding in our personal lives and relationships.

(m) Research and practice is increasingly showing that most individual behavior is largely motivated by self-perception and self-image. Increased self-esteem tends to enable persons to become more confident, creative, productive, and successful which, in turn, translates into a society which is healthier, safer, more productive, and less costly.

(n) Further academic research on the relationship of self-esteem to personal and social responsibility is crucial, and is within the appropriate purview of the University of California and other public and private universities and research entities.

(o) It is incumbent upon all Californians, in order to promote the exercise of responsible citizenship, to identify, explore, and enhance policies, programs, and environments which are most conducive to the development of high self-esteem, and to identify and eliminate policies, programs, and environments which are detrimental to the development of high self-esteem and therefore detrimental to the exercise of responsible citizenship.

(p) While there is some recognition, expertise, and experience in the state's executive departments and in study bodies of the Legislature about how existing state programs and policies affect self-esteem and the exercise of responsible citizenship, it is so far

insufficient to effectively provide the leadership Californians need and deserve in this respect and in everyday operations.

(q) There is a need to translate information about self-esteem into everyday terms understandable to laypersons.

(r) It is necessary from time-to-time to enlist the vision, expertise, and voluntary commitment of private California citizens, unconstrained as they may be by the demands or imposed perceptual limits of daily responsibilities of state bureaucratic program management and operation, in order to bring to public awareness the most valuable information on addressing our social problems. Such an examination may include legislators and other political or institutional entities, but is best and most credibly accomplished by a broadly constituted, representative body of lay citizens whose single common denominator is their individual commitment to solving problems and, in this instance, to fostering high self-esteem and eradicating barriers to self-esteem and discovering the causes and cures of lowered self-esteem.

(s) Therefore, by credibly and publicly compiling all such existing research from academic, departmental, programmatic, and legislative sources, and by enlisting the expertise of a lay citizen's commission whose charge is to make practical, cost-effective recommendations as to the application of that research in both policy and program, the citizens of this state will be better enabled to live more responsibly, and to exercise a higher degree of responsible citizenship upon which the continuation and success of our democracy depends.

(t) It will likely prove cost-effective, in both human and dollar terms, to design and promulgate a California plan for the promotion of healthy self-esteem, and personal and social responsibility. Such a plan would have as its major component the focusing of our attention on increasing knowledge and understanding of self-esteem and the practical application of this knowledge in personal and public policy and programs.

(u) A statewide citizens' effort, constituted of committed lay citizens who have demonstrated exceptional abilities, vision, commitment, and experience in the enhancement of social responsibility and citizenship, is the means most likely to accomplish these purposes, in a manner credible to all Californians.

8250.1. The Legislature further finds all of the following:

(a) The California Commission on Crime Control and Violence Prevention, a laypersons' commission, established by Chapter 990 of the Statutes of 1979 (AB 23), is model legislation which resulted in the publication of the final report "Ounces of Prevention" now widely accepted by universities and the law enforcement community throughout California as one of the most important and seminal studies on the root causes and prevention of violence and criminal behavior.

(b) The findings of the Commission on Crime Control and Violence Prevention included scientific evidence of the correlation between violent antisocial behavior and a lack of self-esteem, to wit: "A lack of self-esteem, negative or criminal self-image and feelings of distrust and personal powerlessness are prevalent among violent offenders and highly recidivistic criminals."

(c) Such a limited, short-term citizens' effort is proving to be a cost-efficient way in which citizens can, through our government, assist all Californians to better understand and get to the roots of our problems.

(d) As a result of this commission's efforts, in 1984 legislation was passed overwhelmingly by both houses of the Legislature and signed

into law by Governor George Deukmejian, whereby the State of California is, in cooperation with major foundations and corporations, currently providing matching funds under the auspices of the Office of Criminal Justice Planning. Californians Preventing Violence, a statewide nonprofit organization founded to more fully realize the recommendations of the commission, and to initiate pilot projects at the community level, is one of the agencies receiving these matching funds. Californians Preventing Violence today provides education, training, and technical assistance to individuals and community organizations in furtherance of the commission's findings and recommendations. There exists a high degree of professional and public approval for the work of Californians Preventing Violence in the pilot community program as well as in promoting the commission's recommendations statewide.

(e) As a model for legislation of far-reaching impact and importance in truly addressing the root causes of our social problems, the California Commission on Crime Control and Violence Prevention, the "Ounces of Prevention" report, and the public-private partnership of the resultant pilot project conducted by Californians Preventing Violence are proving to be cost-effective and sound problem-solving tools.

(e) A California Task Force to Promote Self-Esteem, Personal and Social Responsibility could be modeled after this successful prototype, and would offer an equally hopeful, cost-effective, and sound process to educate all Californians about the causes and prevention of social problems, and to promote the exercise of responsible citizenship among Californians.

8250.5. It is the intent of the Legislature to do all of the following:

(a) Promote the exercise of responsible citizenship, so as to enable individuals to become personally involved in the creation of policies, programs, and environments as will enhance self-esteem, personal and social responsibility, and, therefore, responsible citizenship.

(b) Establish, as a practical application supplement to academic and programmatic research, a lay citizen's task force on the promotion of healthy self-esteem, and personal and social responsibility among all Californians.

(c) Generate an effort to involve and inform the public of California regarding the latest research and developments in the field of the relationship of self-esteem to the causes of many of our major social prolems, and how healthy self-esteem is nurtured, harmed, and rehabilitated.

8250.8. Unless the context otherwise indicates, as used in this chapter, "task force" means the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility.

8251. (a) There is in state government the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility for all of the following purposes:

(1) Compiling the world's most credible and contemporary research regarding whether healthy self-esteem relates to the development of personal responsibility and social problems, including, but not limited to:

(A) Crime and violence.
(B) Alcoholism and drug abuse.
(C) Child abuse.
(D) Teenage pregnancy.
(E) Prostitution.
(F) Chronic welfare dependency.
(G) The failure of children to learn.

(2) Insofar as the conclusion to paragraph (1) is in the affirmative, compiling the world's most contemporary and credible research

regarding how healthy self-esteem is nurtured, harmed or reduced, and rehabilitated.

(3) Insofar as the conclusion to paragraph (1) is in the affirmative, conducting a survey of self-esteem programs operating in California, and compiling a listing of the most effective of those programs.

(4) Promoting public and personal awareness and understanding of the knowledge, policies, and programs which are most likely to be effective in the building of healthy self-esteem as a way of preventing social problems.

(5) Providing the Governor and the Legislature with a plan for incorporating findings regarding self-esteem, as appropriate, into policy development and for educating all Californians about these matters.

8251.5. (a) In order to provide breadth of perspective and public credibility, the task force shall consist of 25 members, broadly reflective of the general public of California, including ethnic minorities, women, and persons from varying economic levels, all of whom have demonstrated abilities, vision, or experience in the enhancement of self-esteem, personal and social responsibility, and good citizenship.

(b) The membership of the task force shall include: the Attorney General, the Superintendent of Public Instruction, the Secretary of Youth and Adult Correctional Agency, and the Secretary of Health and Welfare or their designees.

(2) The Senate Rules Committee shall appoint six citizen members, at least two of whom shall be from a list provided by the leader of the minority party. The Speaker of the Assembly shall appoint six citizen members, at least two of whom shall be from a list provided by the leader of the minority party.

(3) The Governor shall appoint the remaining nine members, and shall designate the chairperson of the task force.

(4) Each appointing authority shall make the required appointments within 30 days of the effective date of this chapter. The Governor or his designee shall call the first meeting of the task force within 45 days of the effective date of this act.

(c) In making appointments to the task force, each appointing authority is encouraged to appoint persons from varying backgrounds and opinions to create a balanced task force. Appointments shall be made from among California citizens who have demonstrated abilities, vision or experience in the promotion of self-esteem, personal and social responsibility, and responsible citizenship. Appointing authorities are encouraged to include, at least one, but no more than five, persons from each of the following:

(1) Law enforcement.
(2) Corrections.
(3) Mental health.
(4) Social science.
(5) Education.
(6) Religion.
(7) Organizational development.
(8) Psychology or counseling.
(9) Media.
(10) Community-based service organizations.

It is encouraged that appointees also represent ex-convicts, victims of violent crime, students, and recipients of aid under either the Aid to Families with Dependent Children program, provided for under Chapter 2 (commencing with Section 11200) of Part 3 of Division 9 of the Welfare and Institutions Code, or of a county general assistance program, provided for under Part 5 (commencing with

Section 17000) of Division 9 of the Welfare and Institutions Code.

(d) In the event of a resignation, the inability of a member to continue service, or other vacancy, a new member shall be appointed to the task force by the original appointing authority in accordance with the requirements applicable to an original appointment.

(e) Task force members shall be reimbursed for their travel and per diem expenses.

(f) The chairperson shall appoint a search committee reflective of the composition of the task force, which shall, in turn, make recommendations to the task force concerning the employment of the executive director and other appropriate staff. The task force may delegate to an executive committee comprised of its members the responsibility of overseeing the operations of the task force. This delegation, however, shall not release a task force member from the obligations imposed by this chapter.

(g) Office facilities and other in-kind service shall be provided by the Office of Criminal Justice Planning.

8252. The task force shall do all of the following:

(1) Compile the leading research concerning the relationship between healthy self-esteem, personal and social responsibility, and the following social problems:

(A) Crime and violence.

(B) Alcoholism and drug abuse.

(C) Welfare dependency.

(D) Children failing to learn in school.

(E) Teenage pregnancy.

(F) Child and spousal abuse.

(G) Recidivism.

(2) Compile the leading research and programmatic practice information available regarding how healthy self-esteem is nurtured and developed, harmed, and rehabilitated.

(3) Search out and compile a listing of the model programs in California which have as their intention, and which indicate encouraging levels of success, the development of healthy self-esteem or the rehabilitation of healthy self-esteem.

(4) Otherwise seek to ascertain and identify policies and programs which support the development of healthy self-esteem and personal and social responsibility attendant thereupon.

(5) Survey government and other public institutions, including government agencies, schools, and public assistance programs, to determine whether the manner in which they treat people serves to dehumanize persons and adversely affect their healthy self-esteem.

(6) Determine ways in which government and its institutions can be more supportive of the development and perpetuation of healthy self-esteem, either internally or externally.

(7) Determine ways in which nongovernmental institutions, including family, social, and religious organizations, can be more supportive of the development and perpetuation of healthy self-esteem, either internally or externally.

(8) Identify and encourage further research and other available information relevant to the relation of self-esteem to the cause and causes of the social problems enumerated herein.

8253. In undertaking to accomplish the tasks enumerated in 8252, the task force shall consider, with respect to how they interrelate with healthy self-esteem, relevant institutions and practices, including, but not limited to, all of the following:

(1) Prenatal care and birthing.

(2) Infant and child care.

(3) Parenting and parent education.
(4) Hunger and poverty.
(5) Physical development.
(6) Education.
(7) Family violence, including child and spousal abuse.
(8) Prejudice and discrimination.
(9) Justice and penal systems.
(10) Social service systems.
(11) Dependency-creating government programs.
(12) Media and advertising.
(13) Institutionalized religion.

8254. In undertaking to accomplish the tasks enumerated in 8252, the task force is authorized to:

(a) Sponsor and conduct public hearings, conferences, and other efforts, collect and disseminate information, and issue periodic reports relating to its findings, concerning self-esteem and its appropriate role in social problems and regarding what policies and programs effectively enhance the development of healthy self-esteem and personal and social responsibility.

(b) Make findings and recommendations applicable to the relevant areas of study as specified in this chapter that will enhance the broadest possible understanding and appreciation by policymakers and program operators and all Californians of the relationship between healthy self-esteem and personal and social responsibility, toward their improving their personal and public policies and programs resulting in the increased exercise of personal and social responsibility. In making those recommendations, the task force shall do all of the following:

(1) Include recommendations which address the immediate and long-term possible impacts of each area of study, as well as specific proposals for immediate implementation, especially looking toward the development of a broader and deeper public awareness of the relationship of positive self-esteem to the exercise of responsible citizenship and the relationship of low self-esteem to all of the following:

(A) Violence and crime.
(B) Alcoholism and drug abuse.
(C) Welfare dependency.
(D) Teenage pregnancy.
(E) Academic failure.
(F) Recidivism.
(G) Child and spousal abuse.
(H) Generally, the relationship of low self-esteem to the failure of responsible citizenship.

(2) Include in its findings, conclusions, and recommendations proposals leading to voluntary, more responsible personal actions, rather than government mandate, and shall also include, but not be limited to, possible legislation, departmental regulations, funding for the establishment, replication, and expansion of proven programs, and other matters of state policy and administration.

(3) To include in these policy and program recommendations, whenever possible, quantifiable cost-benefit analyses and seek whenever possible to utilize existing programs which are effectively managed and which are local, private, and community based in nature.

(c) Identify and promote ways in which nongovernmental institutions, including family, and social and religious organizations, can be more effectively enlisted in the development of healthy self-esteem and of environments more conducive to the exercise of responsible citizenship.

(d) Render advice and information, as requested, to the state and municipal governments, and in response to inquiries by the public.

(e) Provide regularly to the Department of Finance, the Assembly Ways and Means Committee, and the Senate Appropriations Committee on an annual basis any policy and programmatic recommendations with respect to self-esteem as may affect the state budgetary process.

(f) Apply to the federal government or any agency thereof and to any other source or agency, whether public or private, for a gift or grant of any funds as may be available, up to five hundred thousand dollars ($500,000) for any of the purposes of this chapter.

(g) Discover whether and how the Legislature can use this information in public policymaking.

(h) Translate its findings and recommendations into laypersons' language, so as to be readily usable and valuable in their lives and families and practices.

(i) Inform the California public about self-esteem, its role and its development, so that each Californian can personally benefit his or her own life, relationships, family, and community.

8255. (a) The task force shall report its progress to the Legislature by January 15, 1988, and January 15, 1989, and submit its findings and recommendations in a final report to the Legislature on or before January 15, 1990.

(b) The task force shall publish its final report in at least 10,000 copies and shall provide one to every public library in the state, and one to every public and private university library in the state, and shall distribute copies to interested citizens upon request as long as copies are available.

8256. This chapter shall become inoperative on July 1, 1990, and, as of January 1, 1991, is repealed, unless a later enacted statute, which becomes effective on or before January 1, 1991, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 2. The sum of two hundred forty-five thousand dollars ($245,000) is hereby appropriated from the General Fund to the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility for the purposes of this act. However, this appropriation shall be reduced by the amount of any funds received by the commission from the federal government or any agency thereof for the purposes of this act. It is the intention of the Legislature to appropriate a like amount through the budget process for each of the second and third years of the task force's existence.

Assembly Concurrent Resolution No. 64

RESOLUTION CHAPTER 77

Assembly Concurrent Resolution No. 64—Relative to self-esteem.

[Filed with Secretary of State August 28, 1987.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 64, Vasconcellos. Self-esteem.

This measure would request the California Task Force to Promote Self-Esteem and Personal and Social Responsibility to systematically endeavor to actively involve every Californian to participate, as specified, in the task force endeavors. Those endeavors would include developing effective vehicles for widespread participation including holding statewide and local public hearings to seek involvement of, and receive input from, local community groups and programs.

The measure would request and encourage the 58 counties to create their own self-esteem task forces to include specified membership. This measure would request that the members of the county task force be appointed no more than 30 days after the county adopts an ordinance or resolution to create the task force.

This measure would also request that the chairperson of the county board of supervisors appoint the chairperson of the county task force who would serve as a liaison to the state task force.

WHEREAS, The epidemics of violence, drug abuse, teen pregnancy, child abuse, chronic welfare dependency, and educational failure threaten to engulf our society, and it begins to look like self-esteem may be our best hope for a preventive vaccine to develop an immunity to these and other self-destructive behaviors; and

WHEREAS, In 1986 the Legislature passed and the Governor signed into law, AB 3659 (Chapter 1065 of the Statutes of 1986) creating the California Task Force to Promote Self-Esteem and Personal and Social Responsibility; and

WHEREAS, California thereby again proves itself to be the leading state — the first to systematically and self-consciously seek to discover the key to unlock the secrets of healthy human development in order to get to the roots of, and develop effective solutions for, our major social problems; and

WHEREAS, This is an historic and hopeful effort by this state to develop for and provide to all Californians the latest knowledge and practices regarding the significance of self-esteem in our lives and in the lives of our children; and

WHEREAS, The California Task Force to Promote Self-Esteem and Personal and Social Responsibility is firstly charged to compile the most credible, contemporary scientific research regarding whether low or healthy self-esteem is causally implicated in the following six major social problem areas:

(a) Crime and violence.
(b) Drug (including alcohol) abuse.
(c) Teen pregnancy.
(d) Child abuse.
(e) Chronic welfare dependency.
(f) Failure of children to learn up to their potential; and

WHEREAS, The task force is secondly charged to compile the most credible, contemporary scientific research regarding how healthy self-esteem is nurtured and developed, harmed, and rehabilitated; and

WHEREAS, The task force is thirdly charged to search out and compile a listing of the model programs in California which indicate encouraging levels of success, with the development and the rehabilitation of healthy self-esteem; and

WHEREAS, The task force shall otherwise seek to identify policies and programs which support the development of healthy self-esteem and personal and social responsibility; and

WHEREAS, The task force shall survey government and other public institutions, including government agencies, schools, and public assistance programs to determine whether the manner in which they treat people serves to dehumanize persons and adversely affect their healthy self-esteem; and

WHEREAS, Extensive state and nationwide media coverage has made the creation and mission of this self-esteem task force widely known so that our entire state and much of our nation are watching; and

WHEREAS, More than 1,200 Californians, as well as numerous individuals and representatives of other states have come forward to state their endorsement of this task force and its mission; and

WHEREAS, The majority of those Californians who have come forward have also expressed interest in being personally involved with and serving as a resource for the task force; and

WHEREAS, Hundreds of committed, competent, and enthusiastic Californians sought appointment to the task force, and only 25 were successful, leaving a substantial reservoir of talent, energy, and good will available and eager to personally participate in this historic and hopeful endeavor; and

WHEREAS, We now have an unprecedented opportunity to create an effective statewide grass roots self-esteem network which could well serve as a model for other states to learn from and emulate; and

WHEREAS, The initial success of the task force's effort depends upon its receiving the most extensive input from throughout California thus, it would be valuable to create local vehicles with which all Californians could affiliate and through which they could make their knowledge and talents better known and available to the state task force; and

WHEREAS, The eventual success of the task force's effort will depend upon the effective carrying of its findings and recommendations into the heads and hearts, understanding and attitudes, and behaviors and practices of every individual Californian; and

WHEREAS, That success will be most assured by creating a series of vehicles to bring the task force's findings and recommendations back into every local community throughout California to inform and encourage implementation by every Californian in his or her individual, family, and community lives; and

WHEREAS, California's 58 counties seem most likely to be the most extensive and effective network through which to create such a vehicle locally for both input and implementation; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Legislature encourages the task force to recognize and seek to mobilize the enormous and widespread

experience, enthusiasm, and creativity of Californians regarding self-esteem and this task force effort; and be it further

Resolved, That the task force systematically endeavor to actively involve every Californian feasible in this historic endeavor; and be it further

Resolved, That the task force endeavor to create a sense of participation in and ownership of this task force endeavor amongst all Californians; and be it further

Resolved, That the task force develop effective vehicles for widespread public participation throughout its endeavors, especially for gaining input from local sources and for carrying the findings and recommendations (information and practices) of the task force work back into local communities and individual lives; and be it further

Resolved, That the task force hold statewide and locally based public hearings and meetings and to seek involvement of, and to receive input from, local community groups and programs; and be it further

Resolved, That the Legislature hereby requests and encourages each of California's 58 counties to immediately create its own local self-esteem task force to work as a partner with the statewide self-esteem task force, for the purpose of becoming that local vehicle; and be it further

Resolved, That each county, in so creating its task force, is encouraged to model its membership after the statewide task force to do all of the following:

(a) Include the county superintendent of schools, the county head of health and human services, the county chief parole officer, and the county district attorney.

(b) Ask each member of the board of supervisors to appoint three local laypersons using all of the following 10 categories as listed in Chapter 1065 of the Statutes of 1986 as a guideline for selection:

(1) Law enforcement.
(2) Corrections.
(3) Mental health.
(4) Social science.
(5) Education.
(6) Religion.
(7) Organizational development.
(8) Psychology or counseling.
(9) Media.
(10) Community-based service organizations.

(c) Allow, at least in an informal manner, the participation of any interested local resident, including persons who do not usually operate within our traditional government systems; and be it further

Resolved, That each county appoint members to the county task force no more than 30 days after the adoption of an ordinance or resolution to create the task force; and be it further

Resolved, That the chairperson of the board of supervisors appoint the chairperson of the task force who shall also serve as a liaison to the state task force, and inform the state task force regarding the status of its local self-esteem task force; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the chairperson and each member of the California Task Force to Promote Self-Esteem and Personal and Social Responsibility and to the county clerk of each of California's 58 counties, for presentation to the county's board of supervisors.

Assembly Concurrent Resolution No. 65

RESOLUTION CHAPTER 130

Assembly Concurrent Resolution No. 65—Relative to self-esteem.

[Filed with Secretary of State September 18, 1987.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 65, Vasconcellos. Self-esteem.

This measure would provide that specified state agencies fully cooperate with the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility by, among other things, designating a liason to the task force, providing information and other data upon its request, and annually informing the task force of programs, initiatives, and other efforts made by the agency to promote the goal of increased self-esteem, as well as recommendations for implementing this goal.

WHEREAS, The epidemics of violence, drug abuse, teen pregnancy, child abuse, chronic welfare dependency, and educational failure threaten to engulf our society, and it appears that self-esteem may be our best hope for a preventive vaccine to develop an immunity to these and other self-destructive behaviors; and

WHEREAS, In 1986 the Legislature passed and the Governor signed into law, AB 3659 (Chapter 1065, Statutes of 1986) creating the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility; and

WHEREAS, California thereby again proves itself to be the leading state—the first to systematically and self-consciously seek to discover the key to unlock the secrets of healthy human development, so that we can get to the roots of, and develop effective solutions for, our major social problems; and

WHEREAS, This is a historic and hopeful effort by the State of California to develop for and provide to all Californians the latest knowledge and practices regarding the significance of self-esteem in our lives and in the lives of our children; and

WHEREAS, The California Task Force to Promote Self-Esteem, and Personal and Social Responsibility is firstly charged to compile the most credible, contemporary scientific research regarding whether (low/healthy) self-esteem is causally implicated in six major social problem areas:

(a) Crime and violence;
(b) Drug (including alcohol) abuse;
(c) Teen pregnancy;
(d) Child abuse;
(e) Chronic welfare dependency;
(f) Failure of children to learn up to their potential; and

WHEREAS, The task force is secondly charged to compile the most credible, contemporary scientific research regarding how healthy self-esteem is nurtured and developed, harmed, and rehabilitated; and

WHEREAS, The task force is thirdly charged to search out and compile a listing of the model programs in California which indicate encouraging levels of success with the development and the rehabilitation of healthy self-esteem; and

WHEREAS, The task force will otherwise seek to identify policies and programs which support the development of healthy self-esteem, and personal and social responsibility; and

WHEREAS, The task force will survey government and other public institutions, including government agencies, schools, and public assistance programs, to determine whether the manner in which they treat people serves to dehumanize persons and adversely affect their healthy self-esteem; and

WHEREAS, Extensive state and nationwide media coverage has made the creation and mission of this Self-Esteem Task Force widely known so that our entire state and much of our nation are watching; and

WHEREAS, More than 1200 Californians, as well as numerous individuals and representatives of other states have come forward to state their endorsement of this task force and its mission; and

WHEREAS, The majority of those Californians who have come forward have also expressed interest in being personally involved with and serving as a resource for the task force; and

WHEREAS, The eventual success of the task force effort will depend upon the effective carrying out of its findings and recommendations into the heads and hearts, understanding and attitudes, and behaviors and practices of every individual Californian; and

WHEREAS, The people of California spend tens of billions of dollars annually through agencies created by legislative mandate for the purposes of the general welfare, education, and safety of its citizens; and

WHEREAS, These agencies of the state provide a wide spectrum of direct and indirect services to California citizens, impacting on virtually every citizen of the state; and

WHEREAS, These agencies have available important data, program information, statistics, outcome studies, and other appropriate information relevant to the goals and objectives of AB 3659 and the state task force; and

WHEREAS, These agencies carry out the policies and implement the programs funded through the Legislature and the Governor relative to the social problems listed herein; and

WHEREAS, The state task force requires and would benefit from the experience and knowledge of these agencies in carrying out the mission of AB 3659; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That each state agency having within its programmatic responsibility the resolution of the major social problems identified in this measure (i.e., crime and violence, alcoholism and drug abuse, child and spousal abuse, teenage pregnancy, chronic welfare dependency, and failure of children to learn to their potential), fully cooperate with the state task force and its mission; and be it further

Resolved, That these agencies include, but are not limited to the following:

(a) State Department of Education
(b) Office of Criminal Justice Planning
(c) Department of Consumer Affairs
(d) Department of Fair Employment and Housing
(e) Department of Aging
(f) State Department of Social Services
(g) State Department of Health Services
(h) Office of Statewide Health Planning and Development
(i) State Department of Developmental Services
(j) Department of Alcohol and Drug Programs
(k) Employment Development Department
(*l*) Department of Rehabilitation

(m) Department of Housing and Community Development
(n) Department of Finance
(o) California Postsecondary Education Commission
(p) Department of Justice
(q) Office of Attorney General
(r) Department of Mental Health
(s) Department of Corrections
(t) Department of the Youth Authority
(u) California Arts Council
(v) University of California
(w) California State University
(x) The Board of Governors of the California Community Colleges; and be it further

Resolved, That each of these agencies, through its executive officer or director, designate a liaison to the state task force; and be it further

Resolved, That each of these agencies provide to the state task force upon its request the information, data, program research and evaluation as may be helpful and appropriate in the mission of the state task force; and be it further

Resolved, That each of these agencies, through its designated liaison and through other means, inform the state task force of programs, initiatives, pilots, demonstration programs, and other efforts made by that agency in respect to the goals and objectives of AB 3659 and the state task force as appropriate, but at least annually on or before January 1st of each year; and be it further

Resolved, That each of these agencies provide recommendations for implementing the goals and objectives of AB 3659 within the agency on an annual basis on or before January 1st of each year, and to include in these recommendations priorities for funding and legislation relative to these goals and objectives; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the director or the chief administrative officer of each of the agencies identified.

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